# GOLLEGE PLACEMENT

THE INTERNATIONAL MAGAZINE OF PLACEMENT AND RECRUITMENT



PLACEMENT BE-ATTITUDES — MARGARET McCONNELL COLLEGE RECRUITMENT — J. E. SMITH WHAT WERE YOUR GRADES? — VIC A. BUESCHER THE ANNUAL DIRECTORY OF PLACEMENT OFFICES

October, 1956

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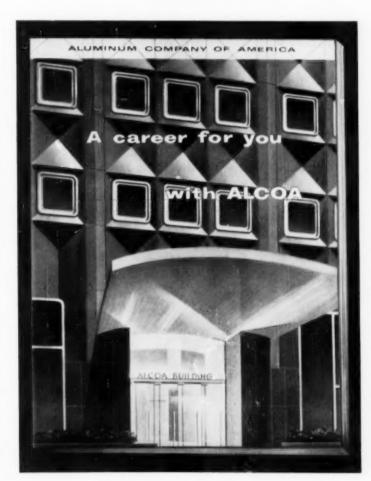
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Educational Relations, General Electric Company, Schenectady 5, New York



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# Journal COLLEGE PLACEMENT

**VOLUME XVII** 

OCTOBER, 1956

NUMBER 1

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Total State of State

In the JOURNAL's new design, cover subjects will be chosen from timely material typical of placement or recruiting functions. Here two embryo recruits to one of the world's largest refineries take part in a plant visit like some 26,000 other engineering and science graduates—a little better than half of these needed by the oil

industry.

But the oil companies have been blazing new trails in industrial and public relations (see "Industry's Part" in the May issue of the JOURNAL) and it is no accident that more and more of the highly sought technically trained graduates are responding. Again the industry engages in self-analysis in the article "The Common Ground" on page 19 of this issue.

THE COLLEGE PLACEMENT



PUBLICATIONS COUNCIL

The Journal of College Placement is the quarterly publication of the College Placement Publications Council, devoted to the interests and activities of the eight regional placement associations of the United States and Canada.

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## Career with **A Future**

Today, the graduate of an engineer-ing or technical school can make no more promising choice of careers than the modern petroleum industry , . . with its amazing new offspring, petrochemicals. This is truly the "industry of the future."

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Bartlesville, Oklahoma

"Career with a Future," describing opportunities with Phillips.

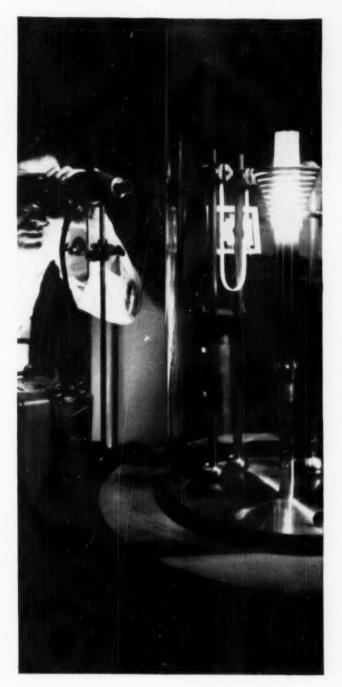
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Esso Research and Engineering Company, Esso Research Center, P.O. Box 51, Linden, New Jersey

A close look at the salary pattern suggests there may be some method in its madness

A REVIEW of the past five years shows clearly that starting salaries have increased over \$100 per month in that period of time. In 1951 the average starting salary was between \$300 and \$325 for technical personnel. In 1956 this average has increased to the range of \$415-435.

At the same time and in a succession of years, recruiter after recruiter has made the flat statement, "We are going to stick to our last year's salary. We are not increasing our offers this year." Yet by March, almost all companies have increased from five to ten percent. In the past year the increase was almost 10%. Why?

Two important factors have caused the increase. The first is demand. The second reflects the annual increases which labor

unions have been able to obtain and which are projected to the starting salaries of college graduates.

A very careful check of one of the steel companies shows that it has not deviated more than \$5.00 from the average starting salary for the past five years. Indeed, this pattern appears so well established that in the last two years it could be used as a basis on which to predict the next year's salaries.

# What Are You Going to Pay?

In the fall of recent years we have heard the usual discussion between recruiters and placement people in which they seek to determine from one another the probable starting rates for the following spring. The discussion usually centers around technical and accounting graduates for it appears that the shortage may be slightly more acute here.

If we check the records of twenty years ago we find that starting salaries for all college graduates have now increased by a factor of approximately four. If we check with labor we find the factor again to be four. Secretarial salary increases have been of the same magnitude. Hence, starting salaries for engineers can be seen to have kept pace with labor during this inflationary period. And, based on the increase which labor has just negotiated, we can assume that the starting salaries for technical graduates next year will be between \$455 and \$465.

How far will this go? How long will it continue? Of course no one can predict with certainty. However, if our economy continues in the trend which we can reasonably expect, a \$500 average starting salary seems likely for 1960 and possibly a \$600 average by 1965.

With the continued planning for a cold war estimated at 40 years, with the increase in the birthrate which began in 1939 and with the resulting increase in numbers of families and their needs, it is doubtful that we will see an oversupply of engineers in the next ten years.

While forecasting is a notably dangerous pursuit, one would seem to be on fairly safe grounds in anticipating an annual increase of some 5–10% in starting salaries for the immediate and perhaps an indefinite number of years. This granted, recruiters might well turn their attention to the growing evidence that salary considerations are increasingly less important in the minds of the graduates. Which is simply another way of suggesting that the emphasis be taken from where it never should have been.

By

## EVERETT A. TEAL

President
College Placement Publications
Council

# CAREER OPPORTUNITY

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## LETTERS

The JOURNAL welcomes comments on matters related to its editorial field. Contributions must be signed although the identity of the writer will be withheld on request.

### Whose Lack of Ethics?

Schenectady, N.Y.

Sir

I would like to suggest a subject for possible consideration as an article, in a future publication of the Journal of College Placement.

This subject revolves around the subject of ethics of students in the recruiting procedure. We are all well aware I am sure of the need of ethical behavior for industry in its recruiting practices, and unfortunately these days with the pressures for manpower, many industries are not obeying the ethics as carefully as they should. Attention, of course, is therefore given to the industries because of this lack of consistency on the part of some of them.

Unfortunately, however, this situation adversely affects the student. He feels that because certain bars are let down in ethical procedures by industries that this, therefore, gives him license to practice certain unethical procedures himself. It is this subject which I feel should be brought to the attention of college placement officers, professors and the students. We are well aware of our problem in industry and are trying to do something about it. But the student himself should take more decisive action in his attitude towards recruiting and not let himself be at the mercy of industries who seek his employment

For instance, I have become very concerned with the way the student handles himself in regard to plant visitations whereby his expenses are paid. Apparently it is more or less the accepted procedure with a certain percentage of the student body to accept these visits with a thought of accumulating surplus funds.

I interviewed an individual whom we brought in from the West Coast just recently. He had, on his way to us, visited another concern in the mid-west and he will request transportation from both of us for his visit. He stated he expected to make \$400 on this transaction. Incidentally, this individual is just finishing three years Military Service, with the United States Navy, having graduated three years ago.

I discussed this subject with him quite thoroughly and he feels that college students do take planned visits with the idea of making money and he attempted to justify this to me. In so doing, I find that we in industry have not been clear-cut in our instructions to students which means that misconceptions and misunderstandings can easily be made by them. However, the lack of ethics or fair play does not seem to exist in the student's mind and it is this subject which certainly should bear further treatment.

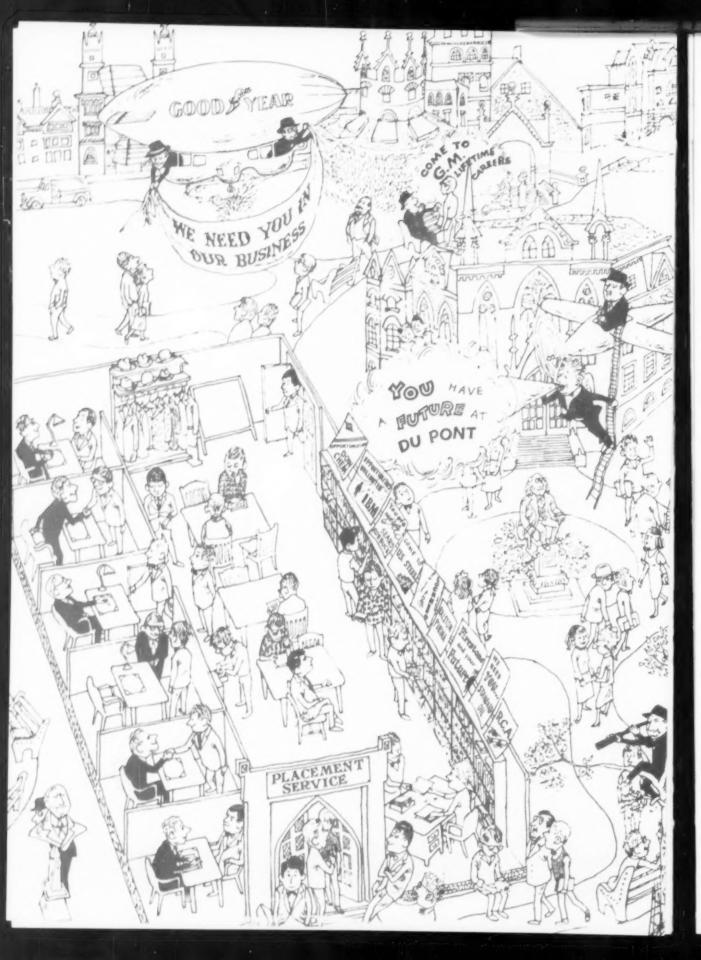
Also, we find that many students interview companies without any real thought in their own minds as to whether the Company would make a good employer. They simply come in without preparing themselves in advance. Is this a lack of ethics? Considerable time is taken by companies to recruit and our time is expensive and important. Therefore, should not the student come prepared

(continued on page 91)

# EXCELLENT OPPORTUNITIES FOR THE GRADUATE ENGINEER...

UNION BAG-CAMP PAPER CORPORATION SAVANNAH, GA. THE WORLD'S LARGEST PULP and PAPER PLANT

H C MORRISON, Employment Manager P O Box 570 · Savannah, Ga.



## Placement Be-Attitudes

By

## Margaret D. McConnell

Personnel Manager of Women Time, Inc.

HE audience, all female, undergraduate as well as graduate representatives of the 22 member colleges, who were attending a recent vocational conference of the Alumnae Advisory Center in New York City, had sat attentively while Publisher J. R. Cominsky (Saturday Review of Literature) told them that "Vocational Counseling is Unfinished Business." In the discussion that followed, Mr. Cominsky got down to practicalities, among them his belief that college students were not being made to face the facts of business life.

"Too many graduates think, not in terms of work but of glamour. They lack a basic interest in what they are doing, feel their jobs are not important enough for them and are upset when rapid promotions are not forthcoming. It takes three years of 'sweating it out' to get the experience necessary to be a really satisfactory employe."

A murmur of dissent grew into audible protests, but Mr. Cominsky, raising his voice, went firmly on. "I deplore this phony vanity that is being instilled in you. In my business we've had

a rough time with college graduates and I decided long ago not to hire women graduates until they had at least three years of business experience. A lot of college women, apparently, haven't been told what their place in business is. Instead of an aptitude test, I'd suggest an attitude test for them."

Thus spoke an eminent man in the publishing field on this more and more recurrent subject of undergraduate attitudes toward the world of business. In quite another field, that of engineering, Moorhead Wright of General Electric took up the topic but in this instance to defend the present college generation.

"Because of the very abnormal condition that exists in the supply and demand of good young men," he said in a speech entitled "Development of Men," "we go out and recruit them, in competition with fifteen thousand other companies. Our recruiters go out with an order to bring back a certain number of young men out of the top twenty per cent of the class. Now the recruiter wants to do his job, so what does he do? He

Illustration by Mitza Melnicoff Courtesy of Fortune Magazine sells these boys, he rushes them as a fraternity rushes, he says, 'Come to General Electric. We have cradle-to-grave security. We have country clubs. No experience needed. We train you.'

"So the boy, when he presents himself at the threshold on his first day of business, comes with the understandable attitude, 'You fortunate people, you got me. Now you develop me. You have an obligation to develop me. And there is very little importance in whether I deliver a day's work for a day's pay. I am here to be developed."

Not only are representatives from industry talking about this problem, but some of my most highly respected friends in the Eastern College Personnel Officers association have expressed growing concern over their seniors' sanguine approach to the job hunt. At last year's ECPO conference at Swampscott, Massachusetts, the subject kept bobbing up in group sessions and informal conversations to such a degree that at the final panel I threw away a prepared talk on "What the Future Holds" and launched into some ideas on the joint responsibility of college placement officers and of industry representatives to educate that largest group of graduates today, the liberal arts majors and particularly the female of that species to face the realities of competition ahead of them. Since that mellow October morning. I have been even more aware, through reading, discussion, as well as in my own experience interviewing several hundreds of applicants in New York City, of the need for this job to be done. I am also aware that we have to deal with other factors than our own willingness to tackle it.

Influences start early and come from all sides to set the student on a path that will eventually lead to his or her career. Most important among these, in my opinion, are:

### 1. Parental

At the University of California at Los Angeles I was at one time secretary to the Faculty Committee on Reinstatement. This group met at the close of each semester to take action in regard to those students who had fallen far enough behind in their grades to go on probation or, in dire instances, to be disqualified from further study. Meetings with students often led to a suggestion that the parents also come in for a conference; and in many such cases it was quickly apparent that the students' attitude toward college had been conditioned by Mother, ot, more often, by Father.

"I never had a college education," would be the assertion, "and I made up my mind that my son (daughter) is going to get one if it kills us al!!" So poor Son (Daughter) would either plod through to another almost inevitable failure or, being sadly but firmly rejected by the Committee's decision, would depart to take a job, enter vocational training, or in some way realign a life to more appropriate endeavor. In many heartening instances, of course, the student would return after a little more seasoning and successfully finish his college education.

Today the parental influence is equally apparent in the average liberal arts student's approach to a job. "What!" comes Father's horrified cry when Janie, fresh from the Daisy Chain but with no typing, shorthand, or summerjob experience, returns from her first interview. "Four years of college and the only thing you can offer my daughter is a position as an office girl?"

What Father fails to take into account is the fact that in many offices today the office girl's job is part of a carefully supervised training program that will push her onward and upward to the place where she can then capitalize on her fine education. But Janie, shamed and silenced by

her parent's indignant rejection, goes on seeking that more glorified position to justify in Father's mind her four years of college.

### 2. Fellow Students

It is only to be expected that seniors will exchange opinions following their interviews with companies visiting their campus. and many's the distorted viewpoint I've had to straighten out in the afternoon because an interviewee that morning carried away a misleading impression. Recruiters from some of the government agencies, notably C.I.A., the Department of State, and the Armed Forces' Intelligence divisions, tell me one of the strongest resistance factors they meet is the secrecy that must be maintained concerning details on jobs in those areas and the fact that many girls anticipate the disappointment when, returning to visit their Alma Mater, they can't answer the eager question "What do you do?"

#### 3. Company Literature

All of us in industry are anxious to create a favorable first impression on the college student, and to that end we design the most complete and sometimes elaborate booklets and other material to describe to him our modern plants, the top quality of our products, our generous benefit programs, the sterling character of officers and personnel, etc., etc., using all the superlatives in the language. From surveys made in leading colleges throughout the United States (several of which have been published in this journal), there is an appalling lack of coordination between the information so painstakingly presented by some companies and the actual interests of the students themselves. Many of us still insist on introducing ourselves in the most outmoded and dreary fashion, hurling names

(Continued on page 104)

## The Salary Roundup...

. . . an engineering magazine finds eight to ten percent gains in 1956 figures

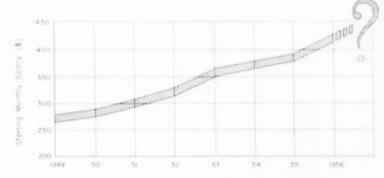
he trend of the past several years toward higher starting salaries for new engineering graduates was continued during the recruiting season of 1956. A MACHINE DESIGN SURVEY of representative engineering colleges shows that 1956 average salaries in all engineering curriculums are 8 to 10 per cent higher than the corresponding 1955 figures. Reports were received from Lehigh University, Northwestern University, Case Institute of Technology, University of Pennsylvania, and Purdue University.

Averages of monthly salaries for all engineer graduates in all five schools occurred in the range \$410-435. These were \$20 to \$45 higher than offers accepted by the 1955 class.

Average salaries reported for mechanical and electrical graduates were between \$420 and \$445. In several cases the averages for the two were the same. Where differences occur, the electricals have an edge not greater than \$10 per month.

Illinois Institute of Technology confirms the trends, and reports an average of \$474 for aeronautical engineers, substantially above all other curriculums. Also confirmed by Illinois, the monthly salaries for civil engineering graduates show improvement over past years. Civil engineer averages this year range from \$413 to \$439.

A general comparison of the averages for all engineers and all other graduates makes \$400 per month a dividing line. Arts and business graduates accepted average salaries less than that while engineers earned more. Statistics for the 1956 class at Lehigh are nearly representative for all the schools surveyed.



Taking note of the trend in engineering salaries, the U. S. government has also increased the salaries of new graduates as well as experienced engineers. In June, the Civil Service Commission authorized increases of \$135 to \$1075 in annual salaries, formerly \$4345 to \$7570.

When asked why engineering graduates selected the companies they did, placement directors indicated that graduates generally were looking primarily for long-range opportunities and assignments in keeping with their interest; secondarily for immediate compensation.

Nearly all the schools report that the location of companies has become an increasingly important factor, consistently out-

## By Ben Hummel

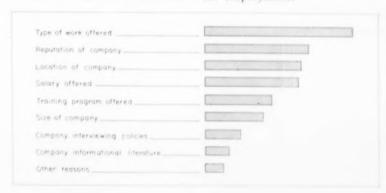
Associate Editor,
Machine Design Magazine
Reproduced from the september issue by permission

ranking the starting salary.

The same kind of surveys by companies confirm the reports from schools. Illinois Bell has reported that candidates for employment consider opportunity for advancement most important. Interesting work, company training, steady work and location, in that order, all come ahead of starting salary.

The desire for further education or the appreciation of individual treatment may be evident in the Northwestern report that the operation of training programs was most important to its graduates.

Seniors report they have 10 or more interviews and that one-half materialize as job offers. Company recruiters, however, report the other side of the picture. From 6000 interviews, General Motors recruiters expected to recommend one-third for employment.



# COLLEGE

By J. E. Smith

Assistant General Manager Personnel Administration Dept.

Armstrong Cork Company

"A long-term investment in the future of the business, requiring as much consideration in management planning as the appropriation of funds for capital additions . . ."

# RECRUITMENT

## an aid to Public and Personnel Relations

Presented at the Special Conference on Public and Industrial Relations openiored by the American Management Accordation at its Summer Program at Colgate University, Hamilton, New York

A business executive of a medium-sized company who was flying westward this past February asked me: "Is a college recruiting program a really sound investment?" I answered that it was a long-term investment in the future of the business and that it required as much consideration in management planning as the appropriation of funds for capital additions—expansion or acquisition.

Being a typically inquisitive executive, he continued with some thought-provoking questions which I attempted to answer as best I could. I cannot help but recall my several pleasant hours with my seat partner. The questions he raised are typical of those being raised by many corporate executives today.

Around the turn of the century, relatively few received the benefits of a higher education and of this few, most were being trained for one of the professions such as teaching, medicine and law. Only a handful were being trained for business. However, there were several companies starting to employ a few college trained men each year for their organizations. Fortunately, the

Armstrong Cork Company was: one of these.

Almost 50 years ago, the "career concept" was developed in our Company whereby we would employ each year a few broadly educated and wellrounded men for careers with the Company. We recognized that we could not wait for the men we desired to come to us voluntarily; hence, we decided to go after them. Accordingly, several of our executives were sent to visit the campuses of their Alma Maters to seek out the men we desired for our business. Our early successes with this effort proved the worthiness of such a plan. As a result, as our Company grew, the recruiting activity expanded with it.

Today, this recruiting program extends throughout the organization on a formalized basis and two classes are recruited and trained each year one in February and the other in late lune.

During the earlier years, only a few companies were developing similar programs. The first major expansion of recruiting programs came as the country was emerging from the depression, only to come to a virtual halt with the outbreak of World War II. However, as industry formulated its postwar plans, the procurement of manpower in general, and specialists and management personnel in particular, received a renewed emphasis. This resulted in a sizable increase of companies going to the colleges for the better graduating seniors. Heavy college trained manpower deficits from the war years and early successes in recruiting by newcomers to the field brought about a further increase in the number of companies turning to the colleges for manpower.

Since 1950, the increase in the demand for engineers and scientists has brought even more oncampus recruiting activity and -still more recently, this demand has become general for all types of graduates. Consistently, the companies which have had the greatest recruiting successes are those with sound objectives and plans for reaching those objectives built around the career concept which, as I have pointed out, is quite different from just obtaining pairs of hands for the short range.

Today, you have heard and read much about the current status of college recruiting. Yes even on national TV programs in place of product commercials, there have been recruiting messages! Recruiting has become a big business in itself, and it is here to stay. The importance of an educated man to business has never been so heavily emphasized and the interdependence of higher education and business has never been more clearly defined. One of the keys to this interdependence is the college placement officer requiring, on the one hand, the full support of a realistic administration and a cooperative faculty; and on the other hand, the full respect and understanding of the industrial representatives who deal with him.

### **Programs Should Be Evaluated**

With the rapid growth of college recruiting since the end of World War II, certain pracrices have developed which have far-reaching effects, both favorable and unfavorable, not only on the entire program but more particularly on the companies themselves. Due to these developments, I feel that it is high time we take a serious look at our programs and practices, reappraise objectively where they stand today, and evaluate their effects on the public and personnel relations of our businesses.

By and large, the majority of companies conducting recruiting programs have developed sound recruiting practices. There are, however, a number of practices which should be examined carefully and evaluated as to their soundness and their effect on the employees, both present and future, the stockholders, the educational institutions and the general public. Now, let's ask a few questions about these practices:

We are all familiar with attempts to induce college men by

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offering them starting salaries that are unrealistic. There are potentially serious problems involved. For example: Such salaries may well warp the young minds of the graduating seniors, the sound development of which is one of the principal responsibilities of business leadership. Unrealistic or inflated ideas of earning power may well have later disillusioning effects which will be difficult to overcome, particularly when it becomes evident that the starting salary was set high to meet a competitive situation but succeeding salary increases are small, few and far between. Then, too, constantly increasing starting salaries without corresponding adjustments among the incumbent work force result in inequities that lead to serious discontent among the employees. And they place the new men in a difficult position with their new associates.

Here we see the development of the "crown prince" attitude which makes a sound introduction and adjustment into business difficult for new young men. Then, too, unrealistic salaries create problems with respect to the placement of these new young men in varied assignments for training purposes.

There is also the additional consideration that if adequate adjustments are to be effected throughout the company to reflect the higher starting salaries of new trainees, which are considerable in some cases, the costs involved may easily get out of reasonable proportion and thereby seriously threaten the value and future of the whole program.

#### What About Entertainment?

Conservative entertaining, done in good taste, is generally considered an acceptable business practice, yes—even in the field of college recruiting. But, when the entertainment borders on the excessive or lavish, then

good taste and even ethics become involved.

In the minds of many young men, such entertaining, either individually or in groups, frequently creates a negative rather than a positive reaction. Such questions are raised as: "Why?", "Do they have to do this to attract people?", "What are they trying to cover up?", "Is this the way they conduct their business?" Furthermore, some of the more immature men can be irrevocably disillusioned when they find the "honeymoon" at an abrupt end when, shortly after their employment begins, they find that good old-fashioned hard work is the order of the day.

## Many Groups Influenced

Another consequence of unrestricted entertaining for college people is the impression it creates through reports to administration, faculty members and family and friends. Many of these may be current or future stockholders and they may have their confidence in the management of the business shaken.

Needless to say, the effects on current employees are obvious when they learn about excessive entertainment for the benefit of prospective employees. Additionally, the public adversely judges not only that company's activities as being in poor taste but also, unfortunately, it is left with the unfavorable impression that all business conducts its activities in this same manner.

Probably no recruiting activity is so open to attack from every side as that which includes special deals and salary gimmicks, such as a partial salary arrangement prior to graduation starting upon acceptance of an employment offer; or special cash payments on reporting for work; or payment of the senior year's tuition on other than a strict scholarship basis; or—in the case of the placement director or member

of the faculty special fee payments and extended all-expense trips.

In the past, this type of enticement was quite limited, but there have been increasing numbers of deals offered, all of which are primarily calculated to win preference for the companies involved. The offering of such special deals again raises the inevitable question of "Why is this necessary?" and generally results in lack of respect for the company and a corresponding lack of interest. Information about special deals travels the well-known grapevine with consistent rapidity and there is no surer way to insult the integrity of graduates, placement officers, faculty or administration than by offering them. Educators lose confidence in the companies involved and question the soundness of these organizations as career beiths for their graduates.

## What About Irresponsibility?

Nothing can be more detrimental to a college recruiting program then irresponsibility and misrepresentation.

Irresponsibility may exist with respect to accepted practices of recruiting ethics. For example:

- Making unreasonable requests of the placement officer, faculty or administration, such as requests for interviews with only the top three men in the class; or interviews with only fraternity presidents; or requesting the Dean to make offers of employment to the engineering school's entire graduating class without its members being interviewed or contacted by the company.
- Not respecting the confidence of the college, particularly on confidential information it may provide the company.
- Intentionally circumventing the college's established placement office and procedures.
- · Proselyting college faculty

"The public adversely judges not only that company's activities as being in poor taste but also, unfortunately, it is left with the unfavorable impression that all business conducts its activities in the same manner"

when the approach has not been initiated by the faculty member, or—

Misrepresenting the facts about a given business may take the form of overstating its opportunities, training, advancement possibilities, future earnings, or travel requirements.

If irresponsibility and misrepresentation persist, these things sooner or later will happen.

- A growing lack of respect will result in a complete loss of confidence.
- A company's lack of consideration or integrity generally will result in little or no cooperation on the part of a worth-while college. For example, a placement or faculty member will provide only a routine mechanical placement service that will involve no personal interest or effort or the college may even refuse to permit representatives of the company on the campus.
- Misrepresentation, questionable, tactics, resulting in disillusionment and excessive turnover — contribute substantially to a company's poor reputation as a place to work, as a firm with which to do business, as a company from which to buy products or as an organization in which personal money may be invested. Obviously, this may seriously jeopardize the overall public relations of a company.

Now that we have attempted to examine and evaluate some of the more critical areas of recruiting existing today, let us consider what might be the principles of a sound recruiting program.

Company recruiting objectives and policies should be formulated on a long-range basis with full management support to prevent deviation for the sake of expediency, either in times of manpower shortages or manpower surpluses.

To be effective, the recruiting function must be organized properly. Centralized responsibility along with corresponding authority to act are vital if the company's effort is to earn the respect and cooperation of college officials. Above all, it is important to assign to this job, people who will appeal to and command respect from young men; people who have a thorough knowledge of the company; who have the ability to sell its merits honestly and sincerely; and who believe in that which they represent their company for without sincerity and loyalty, their efforts will be superficial. their work will be ineffective. the caliber of people they employ will be only mediocre, and their company will have little respect in the eyes of the many whom they will not employ but who may be future customers, suppliers, stockholders or members of the critical public.

#### Corporation is Reflected

All the elements of a recruiting program should reflect the corporate personality of the business—the type of people who make up the organization, its methods of doing business, the relations existing internally with employees and the external relations with its stockholders, suppliers, customers and the general public.

It should be a function well understood by the entire company, and used as the principal source of the college trained people the company needs.

It certainly must respect the procedures and organization

(continued on page 100)

## Careers Unlimited

Insurance is America's largest enterprise; but the chances are that if you are taking a liberal arts program, you haven't given too much thought to a career in this field. If you are majoring in a business course, you have, perhaps, thought only of the sales possibilities insurance offers. There are varied opportunities in insurance calling for a wide range of talents and abilities. No matter what your field of study, you will find that insurance offers work that is important, stimulating, and rich in personal satisfaction.

Whatever can be said about the insurance business can be summed up in The Travelers, because The Travelers is one of the largest among the very few "multiple-line" insurance organizations and stands among the twenty-five largest corporate enterprises in the United States. Whereas some companies are engaged exclusively in Life insurance, and others concentrate on property lines, The Travelers insures both lives and property. Its policies cover individuals, businesses, homes and possessions, protecting them against loss through death, accident, fire, and many other perils. This breadth of operation means, of course, far wider horizons when it comes to choosing a career.



Inquire: Career Desk, Personnel Department, The Travelers, Hartford 15, Conn.

## The Common Ground

. . . for solving mutual problems of employment

INDUSTRY'S need for college trained manpower is expected to set new records in 1956-57. Already the oil industry is completing plans for the most intensive college interviewing program in its history.

"From February to April, hundreds of oil company interviewers will visit college campuses across the nation. Each interviewer will have but one objective in mind: Fill those job vacancies and fill them with top calibre men.

"Interviewers who had trouble finding qualified college graduates last year (there were approximately 26,000 engineering and science graduates to fill an industry need for 40,000) will find the 'growing demand—lessening supply' ratio even greater during the coming year."

## By Don E. Lambert

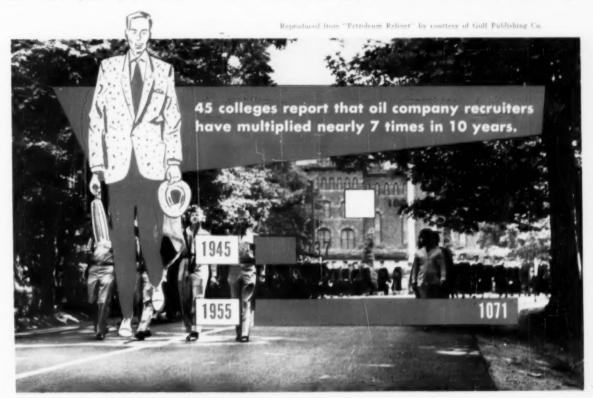
Management & Personnel Editor "Petroleum Refiner"

There has been a phenomenal growth in industrial recruiting of college graduates in recent years. It has become big business.

With the need and supply at

such odds, no crystal ball is needed to see why industry is stampeding to the campuses. Last year, one group of 15 oil companies hired 1725 graduates through student interviews, compared with 386 in 1945. Out of 35 oil companies queried, 23 or nearly two-thirds have been using the college interview method of hiring for 10 years or less. Seven have been interviewing for less than five years.

The oil industry is but one of many that have jumped on the college interview bandwagon and there are more to come. In fact, the trend toward college



interviews has increased at such a phenomenal rate it has produced countless problems for interviewers and placement officials alike.

The following report is the result of a comprehensive survey conducted by Petroleum Refiner to determine what the major college interviewing problems are and ways to solve them. It is intended to provide information and ideas that will benefit both the interviewer and the college placement director.

This is what 45 colleges and 35 oil companies have to say about modern day college inter-

viewing practices:

### Said The Recruiters —

QUESTION How many colleges did you visit during the 1954-55 school year?

Answer One company visited only two colleges while another conducted interviews at 158 schools. The average was 35 colleges.

Q. How many colleges have placement departments? How does this compare with 1954?

A. Most of the companies said all the colleges they contacted had placement facilities of one kind or the other. However, one of the larger companies said that 100 out of 158 colleges contacted had a placement bureau another reported 130 out of 142. The interviewers all agreed that there has been a remarkable increase in placement bureaus in the past 10 years. One company said there are twice as many.

Q. How many students did you interview for oil company positions? How many were hired?

A. Seven companies interviewed 3093 students for positions in the refining industry (one company alone interviewed 2817 students and hired 200). A total of 226 were hired.

Five companies interviewed 1102 students for petro-chemicals 86 were hired.

Twelve companies interviewed 1432 students for jobs in exploration and production 152 were hired.

Q. Is there a trend to improve college placement services?

A. No doubt was left here. Nearly all the companies said college officials are constantly trying to improve their service to students and interviewers alike. There is a need in some colleges to enlarge facilities and increase personnel.

## MAPOA Establishes Date Procedure

The colleges represented in the Middle Atlantic Placement Officers Association have agreed to set dates from the beginning of the interviewing period for the same period the succeeding year. It was further agreed that these dates be set not more than one year in advance.

It is the intent of the MAPOA group to have this procedure become effective in the academic year of 1957-58 after notice has been given through the current issue of the JOURNAL. Member colleges are asked to make the information generally available to all concerned.

Q. How long does it take to conduct a college interview?

A. Eleven companies said it takes 30 minutes to conduct a successful interview. Seven said 20-30 minutes. Five complete their interviews in 20 minutes. One interviewer said it takes only 10 minutes per interview while another said it takes from 30 to 45 minutes.

Q. Is the interviewee hired by directly contacting the individual, or through the placement bureau?

A. Twenty companies reported that they contact the individual directly when he is hired. Four companies hire through the placement bureau. Three companies make direct contact with the individual, but keep the placement bureau fully informed (many of the companies that contact the individual directly also contact the placement bureau.)

Q. What success have you had in getting prospects to attend interviews?

A. Eighteen companies say they have good to excellent success in getting students to attend interviews. Seven companies report fair success—two say attendance is poor.

Q. Has there been a shift in emphasis on the type of students hired?

A. Thirty of the companies said "yes." Major shift has been to mechanical and chemical engineers, chemists and accountants, resulting in the current shortage of graduates in these fields. Five said there was no change of emphasis.

Q. What are the most common faults of college placement departments?

A. 1. Do not properly inform students about job openings. (Was mentioned more times than any other as the major fault.)

2. Do not provide adequate student records for interviews.

3. Do not provide proper facilities for interviews.

 Do not circulate company literature properly.

Do not screen applicants properly in advance.

 Show lack of interest in cooperating with interviewers.
 Lack of centralized place-

ment office.

8. Fail to notify interviewer if less than a minimum number of students are avilable for interviews.

Do not follow up to make sure students report for interviews.

The interviewers were unanimous in their general praise of placement bureaus. Many

(Continued on page 85)

## WELCOME

## To the Board









New members of the Board are, left to right, W. R. Horsley of Texas A&M Howard H. Lumsden of the University of Tennessee, Byron N. Luther of International Business Machines, and David McMullin, 3rd, of John Wanamaker's

A MONG the top honors to be accorded to those active in the field of college placement and recruitment is that of Administrative Board membership in the College Placement Publications Council.

In keeping with Board practice, each year two representatives each of placement and of recruiting are named. Those chosen at the meeting in Bethlehem in June of 1956 for terms expiring in 1959 are: W. R. Horsley, Howard H. Lumsden, Byron N. Luther, and David McMullin, 3rd.

The first of the Council's new Board members is Placement Director at Texas A&M, and a native of Goldfield, Colorado.

An alumnus of the School of Engineering of the University of Denver, Mr. Horsley also attended the Colorado A&M College where he graduated with the B.S. Forestry degree in 1926.

Pursuing his chosen work, he served as a forester with the U.S. Forest Service (USDA) and as a regional forester for the National Park Service (USDI) in the southwestern region. In 1937 he came to Texas A&M to teach forestry and recreational

area development in the Landscape Art Department. At the same time he served temporarily with the Texas Forest Service.

It was in 1940 that Mr. Horsley turned his interest to student employment and placement, a field in which he has continued with the exception of one year (1945-46) when he held the post of Assistant Dean of Men. Married to the former Margaret Graham of Ft. Collins, Colorado, he is the father of Graham Horsley an instructor at the University of Illinois.

Howard H. Lumsden, placement officer for the University of Tennessee Bureau of Personnel Service, has a background of experience in industry, education and, for a short time, government.

He has put this experience to work particularly in the college placement field, but also in his church, fraternity, and community.

Mr. Lumsden is a member of the Board of Directors of the Southern College Placement Association, and also secretary of that association. He is a deacon in the First Presbyterian Church of Knoxville, where he

Key to the Council's success is its national Board. Here are the new members for 1956-59

also has taught an adult Sunday School class. In 1953, the Kappa Sigma social fraternity elected him Grand Master of District 12, and he presently is a national alumni commissioner of that fraternity. He was serving as vice president of the Junior Chamber of Commerce when he left Winston-Salem, N.C., to join the University staff. At present, he is a director of the Knoxville Symphony Society, secretary and known as one of the "eligible bachelors" of Men's Cotillion, and is extremely active in the "Y Men's Club."

### Served TVA and Army

Mr. Lumsden is a native of Knoxville and attended public schools there before entering the University of Tennessee, from which he was graduated in 1943. He worked for a short time with the Tennessee Valley Authority before entering the Army that same year.

Released from service in 1946, he became administrative assistant to the dean of the College of Business Administration, largest college on the University campus, and also taught economics.

In 1947, he joined the salesstatistics staff of the P. H. Knitting Company of Winston-Salem, where he remained until called back to the University in 1951 as placement officer.

Mr. Lumsden is a member, and presently secretary, of Phi Kappa Phi, national society honoring scholarship; and he continues to take an active part in Omicron Delta Kappa, men's leadership organization. He has resumed his college studies since returning to the University and has completed most of the course work for his master's degree.

Byron N. Luther was recently appointed to the newly created post of manager of the Department of Education for Inter-Machines national Business Corporation at San Jose, Calif. He is responsible for IBM's recently established education facilities in the San Jose area, which soon will include a new manufacturing plant, The tremendous development which the area has undergone has made it necessary to expand the education facilities and training programs. Mr. Luther's first job will be to organize a staff to handle a general and vocational education program, on-the-job education for new employees, sales training, customer administrative classes, and management training.

When Mr. Luther was promoted to executive assistant at IBM's New York headquarters in 1950, he worked closely with the Education Department, handling the assignment of organizing a college-relations and recruiting program and an administrative training program. He was active in this work until assuming his new post and was IBM's industrial representative in five college placement-officer associations.

Mr. Luther, a graduate of the University of California, joined IBM in 1935. He subsequently held sales posts in San Francisco and Oakland, and was branch manager in San Jose and San Francisco. Before becoming an executive assistant he was a district sales manager and an assistant accounting machines sales manager.

While in New York, his outside activities included membership in the Sales Executives Club and company representation in the Office Equipment Manufacturing Institute.

#### Wanamaker Executive

Mr. David McMullin, 3rd, is Divisional Vice President and Personnel Manager of John Wanamaker. In 1934 he joined Wanamaker's as a College Representative. In 1942 he left Wanamaker's to serve in the U.S. Navy, returning to civilian life in 1946 and rejoining the store. He is now a Commander in the U.S. Naval Reserve.

Mr. McMullin who lives with his wife and two children in Rosemont, Pa. is an outstanding athlete, being a member of the U. S. Olympic Men's Field Hockey team in 1932 and 1936. He was also National Squash Doubles Champion in 1947 with Mr. Stan Pearson, Jr.

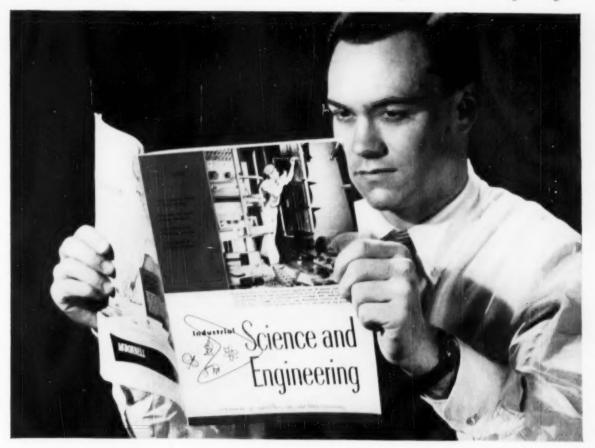
A graduate of Episcopal Academy and Princeton University, he is a member of the Racquet Club, Princeton Club, and on the Board of Governors for the Merion Cricket Club, among others.

Besides Mr. McMullin's appointment on the Council, he also serves as Vice-Chairman of the Philadelphia District of Health and Welfare Council.

### Out of the Mouths of Seniors

At an Eastern college this month, one student became a campus immortal. Plagued with only fair grades and recognizing that he was no great shakes at selling himself, he was plodding through an interview with the sales and works managers of a recruiting form. He had been primed to think more quickly if he hoped to put himself across but even he could sense that he had not. The ordeal had almost ground to a halt when the sales manager asked him whether he was interested in sales. The lad scratched his head speculatively and answered with unintentional if chilling candor. "I've given a great deal of thought to that," he said slowly, "but I've decided I ean't lie fast enough to be a good salesman."

# Is today's student familiar with your company?



## Will he buy from you tomorrow?

The future of your company and of industrial America is in the hands of today's technical students. These future engineers and scientists would like to become acquainted with your company today so they can buy your products tomorrow. You can accomplish this now, for the first time, by telling the story of your company in the advertising pages of Industrial Science and Engineering—the one medium ideally equipped to do this job.



#### IMPRESS THEM NOW

- · So they know your company.
- So they know your company's product.
- So they will buy your company's product when they are the "point of decision" as business men.

## IMPRESS THEM NOW . . . with your advertising in Industrial Science and Engineering

IS&E is individually mailed to over 30,000 engineering and science seniors and post graduates at their college resident addresses. It covers over 500 colleges and universities in the United States and Canada. Published six times a year—Oct., Nov., Jan., Feb., Mar., and April. Write for rate card and our complete story today.

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THE MAGAZINE THAT LINKS COLLEGE AND INDUSTRY

## WHERE WIL "MY" GREATEST PERSONAL GROWT

## A. With a GIANT Company?

## Advantages

Long established National Trade Name In business for many years Security in large numbers Long range promotion possibilities

## Disadvantages

Expansion and growth of company has already taken place Business volume not accelerating Lost among many in company Slow Promotion Program

## B. With a "young" . . . but well established GROWTH Company?

Where expansion of plants to provide increased sales volume of present product lines, and building of additional plants for new products . . . . IS NOW TAKING PLACE.

Where young men are being placed IMMEDIATELY into positions of executive responsibility in management or technical assignments.

Where young men are IMMEDIATELY made a vital part of an agressive "young" company whose history during the past 25 years has been one of spectacular success in growth to a position of international leadership in their product fields.

Where young men find an "ever-present" OPPORTUNITY for leadership and administrative responsibility in a GROWTH Company.

Where MANAGEMENT DEVELOPMENT activities are definite and planned responsibilities of top management to insure having young men ready for the executive and administrative positions that expansion has and is producing.

## C. And Equally Important:

Where young men find security with a company whose products meet a constant need in world-wide consumer markets representing virtually a depression proof business.

Where starting income is normal but soon increases to above-average as young men progress into increasingly responsible assignments.

Where young men find challenges and problems to solve in each of the company's divisions: Manufacturing, Research, Product Development, Financial, Industrial Relations, Distribution, Marketing, Sales, Advertising and Foreign Operations.

Where young men become associated with a Company that in 25 years has grown from a small factory occupying only 1000 sq. ft. of space to a multi-plant international company of over 1,200,000 sq. ft. today, with a planned expansion of 2,000,000 sq. ft. by 1958.

Where young men are NEEDED to fill NEW positions created by expansion and to replace others being promoted.

LA

PLAYTEX PARK

## I ACHIEVE H-OPPORTUNITY AND HAPPINESS?

## D. Over 2,500% EXPANSION

The INTERNATIONAL LATEX CORPORATION, a relatively young company of only 25 years, has experienced one of industry's most unusual success records . . . . expansion of over 2,500% in the past 8 years. With a business volume today of over \$40,000,000, with projected expansion into new markets, building of new plants, and with greatly enlarged operations in all divisions. The International Latex Corporation (trade-name PLAYTEX) offers The Unusual Opportunity most college graduates seek when making a decision for the type of company with which they can achieve greatest Personal Growth and Happiness.

## E. Company Growth Produces Individual Growth Opportunities

Playtex is NOT a company in which young men become lost. It is rather a GROWTH company that needs and takes great interest in the development of young men to fill important key positions in a constantly expanding operation. Growth is indicated by this analysis:

|             | 1932 | 1,000     | sq. | ft. | factory | space | 6      | employees |
|-------------|------|-----------|-----|-----|---------|-------|--------|-----------|
|             | 1942 | 75,000    | sq. | ft. | factory | space | 250    | employees |
|             | 1952 | 650,000   | sq. | ft. | factory | space | 2,800  | employees |
|             | 1956 | 1,200,000 | sq. | ft. | factory | space | 5,000  | employees |
| (projected) | 1958 | 2,000,000 |     |     |         |       | 7,500  | employees |
| 3.6         | 1960 | 2,500,000 | sq. | ft. | factory | space | 10,000 | employees |

Are you one of the future KEY EXECUTIVES Playtex will appoint to fill many

new opportunities that their constant growth is producing?

Continued GROWTH and EXPANSION of Playtex is creating openings for young men in which they assume at once responsibilities in active work.

Keen young minds, ambitious men who can accept immediate responsibility are finding Playtex a satisfying and challenging opportunity.

Inquiries are welcomed. WRITE THE DIRECTOR OF COLLEGE RECRUITING.

# ATIONAL TEX RATION

DOVER, DELAWARE

## Opportunities Graduates Manufacturing Research and Product Development Finance Advertising Industrial Relations Foreign Operations

Now Available ...



Careers for Engineers is an attractive 24-page brochure which makes it easy for an engineering student to find out what kind of an organization Combustion Engineering, Inc. really is . . . what it has done and is doing . . . its training programs . . . something of its outlook for the future and — in short — whether it appeals to to him as a company with which he would like to be associated.

We will be happy to provide a supply of these books for distribution to interested students.

## COMBUSTION ENGINEERING, INC.

Combustion Engineering Building
200 Madison Avenue, New York 16, N.Y.

"What are your grades?" This is a question that obviously must be answered by a very large percentage with timidity and lack of pride. Nevertheless, it is a prominent one with the recruiter dealing with the neophyte. The home office will ask about it later and he

The department head probably finds little excitement in the process of interviewing and he fumbles around for some way to hold a conversation and the question about grades is part of the third degree. I wonder if many members of management stress grades with the applicant because they have built a high regard for scholastic standing through past admiration superinduced by the fact that they had such a h of a time themselves doing well It's a weak scholastically. method of eliminating a pros-

# What Were <u>Your</u> Grades?

wants to be able to give an answer.

The question itself is asked entirely too often with little tact and not enough discussion. Although grades aren't the all important part of the yardstick, they do have immeasurable value especially when combined with the other qualities such as functional interest, work ambition, extra activities, leadership and personality traits.

Since grades are stressed so frequently, it would seem more important to show the significance at the beginning of a college career rather than during the home stretch toward graduation and the visits of the mob of recruiters.

The most interesting period in dealing with the issue of grades is when the young man is interviewed by various department heads of employers. So many make the question one of the first asked of the neophyte,

An interesting observation I have made is the tendency of technically trained pregraduates to indicate functional interests somewhat away from basic engineering duties. The complex has already set in and they feel inferior toward important engineering assignments. Let me quote an example: - An above average engineering student indicated to me that he would like to get into plant maintenance or sales. I had him discuss the opportunities in those areas with the heads of departments and they were impressed very favorably and made job offers. Then, to get into the meat of the experience. I referred him to the field for which so many recruiters are anxious to find personnel - that of design and development. After being shown the work of design, experimentation, testing and development, he became all excited about such work and placed plant maintenance and sales lower on his list. He was very enthusiastic and wanted to know if he could join the team of design and development. He was asked

By Vic A. Buescher

Director of Placement Thompson Products, Inc.

Those old stand-bys, "grades", may carry
too much weight. So says one
who has seen them overemphasized
to the extent where too many
worthy candidates shy from basic duties.

to join and signed up. Here's a typical case of where too much emphasis on grades confused a young man until he had no idea of getting into the latter field because somewhere along the line he was given the impression that unless you were a straight "A" or at least a "B" student you would have a tough time making your way or competing in that area. This is tragic and I wonder how many graduates are lost to such an important field through such impressions of requirements which appear rigid to the point where functional interests are influenced by the path of least resistance.

#### What Grades Can Hide

To emphasize grades as being of primary importance without some investigation for the reasons of the poor showing scholastically too often eliminates a likely prospect. I recall a young man on campus in one of our midwestern universities who just about made a 70 to get off campus. He impressed me as being very ambitious to get ahead but made no apologies for his scholastic standing. When I left that city about 11:00 o'clock that night, I thought the cab driver resembled this fellow and, lo and behold, it was he, the boy who was just getting by scholastically. Further conversation with him at the airport informed me that he worked in the power house after class until about 8:00 o'clock and drove a cab from then until midnight and on Sundays. He spent his Saturdays clerking in the Hardware Department of a chain store, This aroused my interest further and when I got in touch with the Dean, he was surprised that this student hadn't washed out since he was familiar with the tough time he had financing his education through almost constant work after class. Today he is a highly respected engineer and what a guy! Believe me, he is alive and a truly hard worker.

There are two stages when A's are important. One is college where for four years as a student and scholar a man is surrounded with others engaged in the same opportunities. The other area is the work world where "A" indicates performing top work on various assignments. Now the transition from campus to the work world places the individual in a different competitive light and environment of different standards and performance. You can measure them now and it is surprising to see the little interest in how the boy did scholastically. Yes, grades are truly important that is, work grades.

I think of our Company being awarded national honors for an accomplishment for the sixth time in eleven years. There is no question that those responsible fall in the grade "A" work class. Their supervisors are not now concerned about whether they came from the upper tenth of their classes. This is where the importance of work performance, work habits, leadership qualities, imagination and personal habits, being in the grade "A" class comes in . . . the transition from campus to work grades.

I don't mean to leave the impression that a "C" grade should be the ultimate goal of a student for certainly the "A" and "B" students have grown to extra dimensions and obviously represent a smaller percentage.

The real job of ivory hunting is achieved when we get the scholastically high boy, who in the competitive work world, earns recognition and responsibility, thus distinguishing himself with a real extra dimension that comes from a combination of qualities.

The financial remuneration in groups of neophytes shows little spread in class standing. But not so in the work world where performance is measured competitively by ambition, creativeness, getting things done, co-operation, and leadership. Here, personal habits and standards of career performance surround the individual. He is measured and his stature is evident. Before this experience there is no test, no crystal ball or wizard recruiter who is able to guarantee the ability or work application of the undeveloped habits of an individual.

I have always enjoyed the experience of Charles Wangeman, Director of Placement at Carnegie Institute of Technology, who tells about the executive who phoned and asked him to keep his eyes open for a young man with growth potential for executive training and responsibility.

### Specifications Were Rigid

He indicated the rigid specification; that the candidate should have done well in science and mathematics and have been in the upper tenth of his class as well as have had a good record for thorough and understandable written reports.

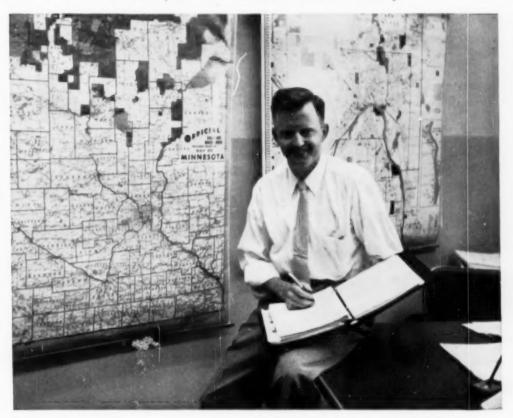
Charlie went to the files and started to read off a scholastic record which indicated poor standing in the required subjects and a total absence of association with fraternities or extracurricular activities. The executive, somehwat disturbed, asked Charlie if he didn't hear the requirements he set forth and which were necessary for development toward executive responsibility.

Charlie then apologized and said he had made a mistake. When he went to the files he pulled out the employer's scholastic record because his name was on his mind.

If my memory serves me correctly, they were classmates and Charlie had a terrific memory.

I repeat, "What were your grades?"

## A Campus-to-Career Case History



## "One open door after another"

"When I joined the telephone company," says Walter D. Walker, B.E.E., University of Minnesota, '51, "I felt I could go in any direction. And that's the way it has been.

"For the first six months I was given on-the-job training in the fundamentals of the telephone business—how lines are put up and equipment installed. Learning those fundamentals has paid off for me.

"Then I had the opportunity to go to the Bell Laboratories in New Jersey. I worked on memory crystals—ferro-electric crystals—for use in digital computers. I learned how important research is to the telephone business.

"After two years I came back to Minnesota, to St. Cloud, to work in the District Plant Engineer's Office. There I made field studies of proposed construction projects and drew up plans to guide the construction crews. This combination of inside and outside work gave me invaluable experience.

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# BY ACTION OF



By Geraldine Wyatt

Director of Placement University of Delaware

The story behind the most significant step taken by the CPPC with details of events leading to the proposed Constitution

L ou are well aware, I am sure, of the important meeting which took place in Bethlehem, Pennsylvania in June, attended by the presidents of your Associations for it was you who made their attendance possible. But for the benefit of those who may have missed the preliminaries, it was the annual meeting of the College Placement Publications Council. One day had been allocated to the presidents of the regional associations to consider the formation of an organization creating a new relationship among their Associations.

Following in this issue of the JOURNAL you will find the minutes of the annual meeting and the decisions reached. As chairman pro tem of the presidents' meeting, I have been asked to share with you the thinking yes, and also a bit of the human drama—which preceded the decisions upon which you will

be asked to voice your opinion within the next several months. So draw up a chair and listen in.

Eugene Dils, President of the Council, opened the session with a brief history of the present College Placement Publications Council and the JOURNAL, illustrating the growing need for an organization truly representative of the regional associations.

The presidents, or delegated representatives, of all eight Associations were present and gathered around the conference table. Had we thought about it at the time, we most certainly would have considered ourselves well employed as we had our "fringe benefits" namely, the present members of the Council on the sidelines who from time to time supplied needed information. So that all might know the intention of the Associations, we began with each president stating the extent of the authoriza-

# THE BOARD



tion given him to attend. All but two (and those were interested in exploring the idea) had endorsed in principle the formation of an Advisory Placement Council and authorized its president to attend the June meeting to consider the means of establishing such a Council. This initial understanding and point of agreement gave us a good beginning.

As chairman, I thought it best to permit a free discussion in the morning session and we literally talked it out. Though the discussion did ramble at times, all views were aired without, I might say, inhibition. It was stimulating to be with a group where independent thinking and expression were the rule rather than the exception. Three proposals for the new organization were considered:

1. Separate organizations of (a) the College Placement Publi-

Delegates and officers attending the College Placement Publications Council national meeting were, seated: Mrs. Wyatt, Miss Chervenik, Miss Mitchell, Miss Barnes, Mrs. Saltmarsh, Miss Bradshaw, Miss Davis, Mrs. Jenkins, Miss Andrews, and Dr. Shackel. Standing: Messrs: Teal, Woods, Bradford, Duffin, Herrick, Carlston, Stephens, Snider, Brockway, Steele, Dils, Jamie, Canning, Menke, Bowman, Wetlaufer, Bristol, LaVene, Ebert, and Leetch.

cations Council and (b) a National Placement Advisory Council;

2. Change in the membership of the College Placement Publications Council to bring in greater representation from the regional associations;

3. Establishment of a National Placement Association.

Although the first proposal was the basis for our attendance, it did not find favor. There was considerable objection to the idea of an advisory council, even with the word "national" omitted, as the term seemed to imply such a council would superimpose its recommendations on the regional associations and limit their present independence.

The third proposal was eliminated with dispatch as all present agreed it was not desirable in view of the expression of their Associations that they remain independent and self-governing.

The second proposal was adopted—not because it was a last resort, but because it would provide a true regional representation on the Council and afford the means of improving communication between the Associations, plus a broader coverage in the publications field. In adopting the second proposal, it was agreed to continue the publication of the JOURNAL.

Thus, another agreement was recorded and we went on to talk about the name of the new organization we were creating for your approval. Several were suggested, among them being Gouncil of Placement Associations and Association of College Placement. But as we had voted to set up the new organization simply by changing the membership of the College Placement Publications Council, it seemed best at this time to retain the present name which would permit changes in the constitution to be more readily effected.

From hereon our discussion followed the order of the proposal made in June 1955, following the meeting of presidents and Council and recommended for action by the regional associa-Yes, we made some changes in the objectives as stated, but in each case they reflected the change in our thinking from the idea of an advisory council to a representative group. In other words, as they now appear in the suggested constitution, there can be no misunderstanding concerning the regional associations' independence. One change deserves special comment as it is an indication of the seriousness of purpose of the discussion group. It is the insertion of the word "professional" in the following: "To coordinate and encourage long range planning and professional research." The suggestion was made that at some future time it might be desirable to make a grant to some fully qualified person to do a professional job of research on a project of interest to all.

Next in line for consideration was the composition of this new body to permit integration with the present structure of the CPPC. We were all in agreement that the president of each regional association should automatically be a member of the Council and that each association should select the method to be determined by the association a college representative to serve for three years. But we encountered some of the liveliest and, I must admit, most determined discussion in deciding upon the selection of the executive committee and the employer representatives. There was no question but that the executive committee should be elected by the members of the board, but there were two schools of thought on who could be eligible for nomination. One was that only members of the board should be eligible; the other that no restriction should be imposed for at some future time it might be both desirable and necessary to select someone not on the board. One member with long range planning in mind, I hoped indicated that the possibility of a war might require this freedom of selection. Those in favor of the restriction argued that to do otherwise would be a violation of the accepted fundamental principles of organization or, if you will, promotion from within. That to have people on the executive committee without previous experience was insupportable.

#### Compromise Was Effected

The advocates of each proposal were not only firm in their beliefs but vocal in support of them, and for a time it looked like a stalemate. We temporarily left this topic and returned to it later. Yes, a compromise was effected satisfactory to all (Hello there, Texas) as you can see by the wording of the constitution: "in the selection of the executive committee first consideration shall always be given to present or past members of the present or past College Placement Publications Council."

Now as to the employer representatives. The June 1955 proposal had been that eight em-

ployer representatives be chosen or elected by the individual placement associations. The ensuing discussion pointed up the fact that two or more associations might unknowingly choose the same person, resulting in confusion and loss of time. An Alternate suggestion that the board choose the employer representatives was vetoed in that this might restrict the geographical representation desired and also the voice of the regional associations. Once again we passed on to something else only to return to a satisfactory compromise (O.K. Arizona?), namely that the associations shall nominate a minimum of two employer representatives and that from these nominations the Council shall select eight employer representatives, one from each regional association.

Finally with reference to organization, all were in agreement that the shift from the present to the new or integrated organization should be gradual and the provisions clearly stated in the suggested constitution.

You can be assured that your representatives were truly mindful of their responsibilities to you by the seriousness with which they considered all points, the tenacity with which they held to their beliefs until they could conscientously accept a compromise, and, last but not least, by the protection of your pocketbook. The last refers to the immediate agreement to eliminate the statement in the June '55 proposal: "Other costs will depend on the structure, policies and programs to be developed by the Council." It was thought unwise to give the new organization a blank check.

The meeting which began at 9 in the morning ended about 6 o'clock. Following dinner, three of the group—Maine (the note-taker), Texas (the protector) and Delaware (Maine and Texas no doubt have a

name for me) assembled and worked until the early morning hours whipping the notes into a report of recommendations to be presented the next morning to the Council. This was done and the immediate acceptance of the report by the Council made it possible for a committee of six - three from the presidents' group and three from the Council to start work that evening on a revised constitution. They, too, worked into the morning hours and the suggested constitution was approved at the next morning's session.

## "A Lot Accomplished"

Upon my return home, I received a letter from one of the presidents' group and his statement, I am sure, is shared by all present. It is: "I think we who were in the middle of things down there (Bethlehem, Pa.) will not soon forget the meeting. I know I went away with a very comforting feeling that we accomplished a lot in a short time."

It is hoped this play-by-play account of the meeting will help you in evaluating for yourself the decisions reached and that you will agree with us that the proposals deserve your serious consideration.

## Recommendations of The Regional Presidents

Present: J. K. Bradford, UC-PA (Canada); Philip J. Brockway, ECPO; B. Keith Duffin, RMA-CPO; Ruth Houghton, ECPO; Jean A. Jenkins, SWPA; Robert F. Menke, WCPA; Fannie Y. Mitchell, SCPOA; J. Doug Snider, MCPA; and Geraldine M. Wyatt, MAPOA.

The following proposals for creating a new relationship among regional placement associations were first discussed:

1. Separate organizations of (a) The College Placement Pub-

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## (and quotable notes)

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lications Council and (b) a National Placement Advisory Council:

2. Change in the membership of the College Placement Publications Council (hereafter referred to as CPPC) to bring in greater representation from the regional associations;

3. Establishment of a National Placement Association.

As a result of the discussion, the presidents voted unanimously in favor of one organization which will be integrated with the present structure of the CPPC and will continue the publication of the Journal of College Placement and other responsibilities of the present CPPC, striving to maintain or improve the present high standards of that Council. In taking this action, the presidents emphasized the statement made in the proposal of June 1955, namely: "Each regional placement association remains independent and self-governmg.

### Recommendations Voted

To accomplish this end, the following recommendations were moved, seconded and voted by the regional association presidents and are hereby presented to the CPPC for consideration. (For clarification it should be noted that the presidents have used in the following report the word "Council" as meaning the same as "Administrative Board.")

The regional presidents shall automatically be members of

the Council.

The Council shall include a college representative from each regional association selected by that association to serve for a

term of three years.

Each regional association shall nominate a minimum of two employer representatives and from these nominations the Council shall select eight employer representatives, one from each regional association to serve for a term of three years.

Each representative (employer, college representative and regional association president) shall have one vote; when not all of these are in attendance, the vote or votes of absent members shall be cast by the member or members present from that regional association.

The Executive Committee shall be elected annually by the Council, and in the selection of the Executive Committee, first consideration shall always be given to members of the present or past CPPC. The specific offices of the Executive Committee shall be determined by the Council.

As memberships on the present Council become vacant, they shall be filled in a manner which will permit a shift to the proposed structure.

Annual Meeting The Council shall hold its annual meeting in the eastern, midwestern and western locations in rotation at a time to be determined by the Council.

Purposes The purposes of the CPPC shall be:

1. To provide for an exchange of information on policies originating with the regional associations;

2. To encourage and assist in the development of a code of standards for college recruiting and placement;

3. To coordinate and encourage long-range planning and professional research pertaining to college placement and recruiting;

4. To disseminate information through the Journal of College Placement and other appropriate

media:

5. To assist the regional associations in their orientation and training of new personnel in the college recruiting and placement fields;

6. To take other appropriate action to advance the college recruiting and placement profession.

It was voted to eliminate the original statement of purpose No. 5, as proposed June 1955, namely: "To exchange information on dates of regional meetings." This was covered by No. 4 above.

Costs

1. To the extent that funds permit, each regional association will continue its sustaining annual contributions;

2. Each regional association will pay the expenses of at least one college representative from the association to the annual meeting of the Council.

It was voted to eliminate original item No. 3, namely: "Other costs will depend on the structure, policies and programs to be developed by the Council."

NAME For the present this organization shall retain the name College Placement Publications Council.

Conclusion—It was agreed to ask that the Council in today's session consider our recommendations first so that a joint committee representing the regional presidents and the Council may meet for further discussions here this week.

#### To Advise Associations

It was suggested that if the substance of these recommendations is approved by the present Council, a letter should be sent to each regional association from the CPPC. This letter should recognize the cooperation given in the past by the associations to the Council, should point out that it was thought to be in the best interest of all the regional associations that there should not be established a separate advisory council nor a national placement association, and should explain that each regional association is being invited to participate in the determination of the membership of the CPPC as outlined above.

Finally, in view of the decision of the group that no separate body be formed and that the present name College Placement Publications Council be retained, the next step would







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seem to be the revision of the present constitution of CPPC as soon as practicable to accomplish the recommendations outlined above. To this purpose it was voted to extend the responsibilities of the present chairman pro tem, Mrs. Geraldine Wyatt, to provide for the appointment of a committee representing the regional presidents as necessary to accomplish this coordination. Respectfully submitted by Jean Jenkins, Philip Brockway, and Geraldine Wyatt.

#### Proposed Constitution For The CPPC ARTICLE I—Name

The name of this organization shall be College Placement Publications Council.

ARTICLE II-OBIECTIVES

Section 1. The objectives of the Council shall be:

A. To provide for an exchange of information on policies originating with regional associations:

B. To encourage and assist in the development of a code of standards for college recruiting and placement;

C. To coordinate and encourage long range planning and professional research for the improvement of practices and principles in college recruiting and placement;

D. To assemble and disseminate information through ap-

propriate media;

E. To take other appropriate action to advance the college recruiting and placement profession.

Section 2. No part of the net earnings of the Council shall inure to the benefit of any private individual. In the event of voluntary or involuntary termination of the activities of the Council, any cash funds or property remaining after the satisfaction of all its obligations shall be distributed as the Council may direct among corporations, funds, or foundations which are organized and operated exclusively for religious, charitable, scientific, literary or educa-

tional purposes, no part of the net earnings of which inures to the benefit of any private shareholder or individual and no substantial part of the activities of which is carrying on propaganda, or otherwise attempting to influence legislation.

#### ARTICLE III—FUNCTIONS

Section 1. Meetings. The Council shall hold an annual meeting in an eastern, midwestern, or western location, as expedient, at a time and place to be determined by the Executive Committee. Other meetings may be held as called by the Executive Committee.

Section 2. Journal of College Placement. The Council shall publish the Journal of College Placement, at regular intervals during the year. This publication shall cover the fields of recruiting and placement as well as related aspects of the personnel function, and shall serve as a clearing house for studies, surveys, and reports, and as a medium for the presentation of authoritative articles. It shall also report to its subscribers the activities of regional placement associations.

Section 3. Other. The Council shall be empowered to employ any additional means that are deemed appropriate to the accomplishment of its stated functions.

#### ARTICLE IV ORGANIZATION

Section 1. Council. The Council shall consist of the following members representing regional college placement associations:

A. The President of each regional college placement association.

B. A college representative from each regional association, selected by that association to serve for a term of three years.

Each regional association shall nominate a minimum of two employer representatives and from these nominations the Council shall select eight employer representatives, one from each regional association to serve for a term of three years.

D. Each representative (employer, college representative and regional association president) shall have one vote; when not all of these are in attendance, the vote or votes of absent members shall be cast by the member or members present from that regional association.

E. The regional president shall appoint a college representative to fill the unexpired term of withdrawing college representative, and shall appoint an employer representative to fill the unexpired term of a withdrawing employer repre-

sentative.

F. Upon the adoption of this constitution, there shall be one employer member and one college member appointed for a one-year term, and one of each for a two-year term.

As memberships on the present Council become vacant, they shall be filled in a manner which will permit a shift to the proposed structure.

Section 2. Officers and Executive Committee.

A. Officers

The officers of this Council shall be a president and four vice-presidents. These officers and the immediate past president shall comprise the Executive Committee.

The Executive Committee shall be elected annually by the Council, and in the selection of the Executive Committee first consideration shall always be given to members of the present or past College Placement Publications Council.

#### B. President

1. Duties—The president shall be a college placement officer; he shall preside at all meetings of the Executive Council. He shall, under the direction of the Executive Committee, have general supervision of the affairs of the Council, and shall perform such duties as normally pertain

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to the office. Unless otherwise provided by the Executive Committee, he shall appoint all committees and shall be a member ex-officio of all such committees. Upon going out of office he shall serve for one year as a member of the Executive Committee.

2. Term of Office—The term of office shall be one year and then any incumbent shall not serve more than two consecutive terms.

#### C. Vice-Presidents

I. Duties—Each vice-president shall be expected to assume responsibility as determined by the Executive Committee in the following areas: Finance; Association Relations; At-Large; and Editorial

2. Term of Office—Vice Presidents shall be elected annually and may be elected for consecutive terms.

3. Other At least one, but not more than two, of the four vice-presidents shall be from industry and the remainder shall be college placement officers. In the absence of the president the Executive Committee shall appoint one of its college vice-presidents to perform the duties of president.

D. Additional Offices. Additional offices, as deemed necessary, may be established by the Executive Committee, with the approval of the Council.

E. Executive Committee. The Executive Committee shall have power to act for the Council. Meetings shall be held upon the call of the President. A majority of all members shall constitute a quorum. The Executive Committee shall appoint a member of the Council to fill the unexpired term of an Executive Committee member who withdraws.

Section 3. Executive-Editor. The Executive Committee shall appoint an Executive-Editor, shall define his duties, and determine his compensation. The Executive-Editor shall employ

assistants and office staff as authorized by the Executive Committee.

ARTICLE V—ACCEPTANCE OF DONATIONS AND CONTRACTUAL OBLIGATIONS

The Executive Committee shall be empowered to accept sustaining memberships, contributions, subscriptions, and donations in amounts and from sources approved by the Council; borrow moneys and undertake other contractual obligations necessary for the conduct of its business, subject always to the approval of the Council.

ARTICLE VI.—Annual Audit

There shall be an annual audit performed once each year as soon after the end of the fiscal year as it is practicable. The audit report shall be made to the President who shall cause it to be distributed to members of the Council. The audit shall be contracted for by the Executive Committee and shall be made by competent specialists who are independent of any Council activity.

ARTICLE VII QUORUM

A quorum of the Council shall consist of twelve members. ARTICLE VIII—AMENDMENTS

This Constitution may be amended by the Council by a two-third majority vote of the membership of the Council, provided the proposed amendment shall have been mailed to the members at least three weeks prior to the date at which action on such amendment or amendments is to be taken.

ARTICLE IX By-LAWS

By-laws for the College Placement Publications Council may be established by a majority vote of the Council.

Submitted to the Council, June 22, 1956, Bethlehem, Pennsylvania by Philip J. Brockway, Mrs. Jean Jenkins, Miss Lilyan Bradshaw, Wallace Jamie, Herald Carlston, and J. Doug Snider.

Because of the unusual interest in the June meetings of the Council, the following abstracts of the Executive Committee and Administrative Board minutes are provided:

The Executive Committee of the Council was called to order at 8:30 P.M., June 20, 1956, at the Council offices by Dr. Dils, president. In addition to Dr. Dils, those attending included Mesdames: Barnes, Shackel, and Davies; Messrs. Canning, Jamie, Teal, and Herrick.

President Dils first reported on his attendance at the various regional association meetings. He then summarized the major events of the past year. On Feb. 1, Craig Sweeten resigned as local representative and was succeeded by Everett Teal. On February 15 Robert Addis was given an early release from his position as Managing Editor and Robert F. Herrick, then Director of Public Relations at Lehigh University, was named Executive Editor.

On April 1 the offices of the Council were moved from Philadelphia to Bethlehem where it was possible to rent two rooms in the new Professional Building for the same rent as paid previously.

On June 20, regional association presidents met to discuss the formation of a new organization as mentioned in previous paragraphs with recommendations to be reported at the meeting of the Administrative Board on June 21.

The Executive Committee extended a vote of thanks to Everett Teal and Robert Herrick for their special efforts in behalf of the JOURNAL. Dr. Shackel presented the editorial report and Miss Davis the regional representatives report (detailed under the Administrative Board Wallace Jamie, in minutes). charge of special assignments. had no report. The change of title of the editor from Managing Editor to Executive Editor was approved.

The Financial Vice-President,

Robert Canning, presented the audit of Mr. R. D. Desrochers of the General Electric Co. It was pointed out that expenditures have been larger than anticipated because of the moving of the offices, the return of Mr. Hardwick's furniture, the purchase of new furniture, and the increased salary of the new editor. A small balance was reported. The Committee then unanimously endorsed Dr. Dils' letter of appreciation to the General Electric Company for Mr. Desrochers' and Mr. Canning's services.

Mr. Herrick discussed at length proposed activities of the JOURNAL for the coming year. Among these were a recommendation that the page size of the JOURNAL be increased to 8½ x 11½ so that advertisers might use standard-sized plates. He also suggested a 25% increase in subscription and advertising rates, a drive to increase subscribers, and an increase in advertising while maintaining a 1:1 ratio of advertising to copy.

#### Discuss Job Directory

Mr. Herrick then presented case for the Council's publication of a new national job directory, citing costs and time required to produce such a publication. He also pointed out the value of removing the lists of placement offices from the October issue of the JOURNAL and presenting them as a separate publication which would be handy for recruiters to use. There followed a lengthy discussion of the advisability of undertaking these publications immediately and it was decided to postpone a decision until a discussion at breakfast the following morning (at which time it was decided to bring the proposition before the Board).

The meeting of the Committee was concluded after the presentation of the Nominating Committee's proposed slate of officers for 1956-57 (as included in the Board minutes which follow).

The Administrative Board of the Council held its meeting at Lehigh University at 10:30 A.M., June 21, 1956. Those present were Mesdames: Barnes, Shackel, Mitchell, Bradshaw, Saltmarsh, Chervenik, Wyatt, Jenkins, Andrews, and Davis; Messrs.: Dils, Canning, Jamie, Teal, Ebert, Wetlaufer, Carlston, Bowman, LaVene, Stephens, Leetch, Woods, Bristol, Bradford, Brockway, Snider, Duffin, Menke, Herrick, and Steele. Those absent were Samuel A. Ladd, Jr., R. F. McCoole, Charles Hardwick, W. Scott Farley, and Arch M. Hunt.

The group was welcomed by Mr. Teal and Dr. Dils responded with appreciation for the kindness of the University in making possible this first meeting on a campus. The President then reviewed the history of the organization and gave his report of the years activities. He then commented on the fact that the entire country is now covered by the seven regional associations which vary in age with the Western and Midwestern only six years of age and that the JOURNAL is the only vehicle or agent of communication to the regions. He then reviewed action leading to the presidents' meeting in June of 1955 with its endorsement in principle of a general organization. The group was then acquainted with the foregoing report of the most recent meeting of the presidents. held the day before. Considerable discussion followed dealing primarily with, structure, name, number of meetings, cost, and method of presentation to the associations.

By a roll call vote a motion to adopt the recommendations of the presidents was carried unanimously.

The morning meeting was recessed at 12:15 for luncheon and business was resumed at 1:45. Dr. Dils then announced a committee composed of Mr. Brockway, Mrs. Jenkins, and Mr. Snider from the presidents,

and Miss Bradshaw, Mr. Carlston, and Mr. Jamie from the Council to draw up an amended constitution and suggest the means of informing the regional associations.

Mr. Canning then gave the financial report explaining that until two years ago, the University of Pennsylvania had carried the bank account. Now the books are audited annually by a traveling auditor of the General Electric Company. Each member of the Board was given a report.

#### Stresses Circulation

Mr. Herrick had been asked to investigate other possible publications which might be considered valuable to placement and recruitment personnel and which might also aid the financial reserve of the Council. He was asked to discuss these points and began with a repetition of his report to the Executive Committee, stressing particularly the need for increasing circulation. He pointed out that 122 colleges who are members of regional associations are not subscribers to the JOURNAL, Only 230 placement offices subscribe to the JOURNAL but the country has 690 approved colleges and universities with enrollments of over 500 students.

The Executive Editor then discussed the advantages to producing an annual job directory which would do a more thorough job of serving the needs of placement officers and recruiters than any publication which had yet to be devised. He reported on a survey which had been conducted through all the placement offices and through a small sampling of business and industry. He reported that the returns showed placement officers to be definitely interested in such a publication and that business and industry would be more than willing to support it through advertising. Statistics resulting from the survey were presented to the Board together with a cost analysis of the

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# Charles S. Leopold ENGINEER 213 South Broad Street

Philadelphia

publication.

Mr. Herrick felt that it would be possible to produce the publication immediately if no additional features were to be included and if immediate underwriting could be obtained. A discussion of the project continued through the rest of the afternoon.

The meeting adjourned ar 4:20 P.M. and was resumed the following morning at 10:00 A.M. It was moved and voted unanimously that the Executive Editor and Executive Committee be empowered to plan and carry out a document broadly providing employment information and vocational guidance material. It was then voted that members of the associations be invited to send lists of those recruiting on their campus to the Regional Representatives on 3" x 5" cards by November 15, 1956 for use in the job directory.

A discussion of the desirability of incorporating the Council resulted in a motion that the Executive Committee be empowered to investigate the early feasibility of such a move.

The budget for 1956-57 was then circulated and approved including increases in advertising and subscription rates as recommended and the encouragement of eight more pages of advertising and 400 new subscriptions.

Miss Alice Davis, Vice-Fresident for Regional Representatives, then reviewed the activities of the past year and pointed out the work that had been done by the representatives in support of JOURNAL activities. It was recommended that in the following year a strong approach be made to the many non-member colleges for subscriptions as there are over 1800 institutions while only 352 have membership in the associations and 230 subscribe to the publication.

Dr. Shackel, Vice-President for Editorial Policy, emphasized:

1. That all members were encouraged to continue to seek articles with the stipulation that they be submitted "for consideration," rather than the toofrequent promise that they will be published.

2. That recruiter and placement director lists be separately

published.

3. That each regional president have blanks made out to be distributed to all association members to obtain information for possible future articles: meetings attended; articles written; research carried out; titles of theses, surveys, etc.

 That consideration might be given to having a "theme" for each issue of the JOURNAL.

5. That the question of what surveys and when should be given thought.

#### Presidents Approve

The Constitution Committee then reported. Geraldine Wyatt polled the presidents of the Regional Associations and they approved the new constitution as proposed. A motion that the constitution as amended be submitted to members of the Council was then seconded and carried.

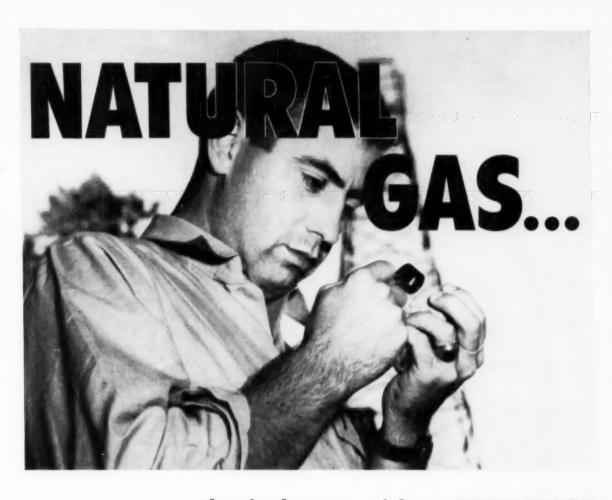
The Nominating Committee under the chairmanship of George Leetch proposed the

following slate:

President, Everett A. Teal; Vice-President (Finance), Robert Canning; Vice-President (Association Relations), Viola Saltmarsh; Vice-President (At Large), L. A. Wetlaufer, Vice-President (Editorial), Leith Shackel. For the Administrative Board: David McMullin of John Wanamaker, Wendell Horsley of Texas A&M, Howard Lumsden of the University of Tennessee, B. N. Luther of International Business Machines, and Geraldine Wyatt (to replace Viola Saltmarsh).

On motion, the nominations were closed and a unanimous ballot cast.

After final remarks by Dr. Dils and Mr. Teal, the meeting was adjourned at 1:15. The new Executive Committee met immediately thereafter at the Hotel Bethlehem.



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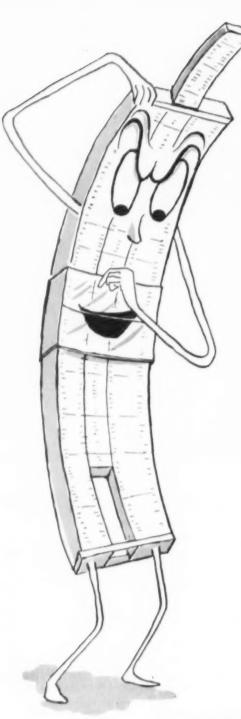
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# The Cooperative System

Drawing upon his survey of the field, Dr. Hudson points to

hidden values of the cooperative plan as

it relates to placement and suggests industrial encouragement.

HE cooperative system of education has experienced a slow but steady growth during the first half of the 20th Century. Originated by Dr. Herman Schneider at the University of Cincinnati in 1906, it is now used by more than fifty colleges and universities in the United States. More than 18,000 students were enrolled in cooperative programs in the Fall Term, 1953. Two-thirds of these were in some phase of engineering. Several colleges have established cooperative programs since that time. While considerable publicity has been given to the benefits which may be received by students in cooperative programs, the potential value of this system in improving the selection and placement of college graduates in industry has been largely neglected. According to a study completed by the author in 1955, the average cooperative student spends from 67 to 105 weeks on the job prior to graduation. This experience may have great value to employers as well as students.

The current shortage of college graduates, particularly in science and engineering, is familiar to everyone. The future implications of this situation have been summarized in a statement by Roger Blough, Chairman of the Board of the U.S. Steel Company. As quoted in a recent issue of *Fortune* magazine, Mr. Blough has stated:

"... this shortage of well trained engineers and scientists is symptomatic of growing shortages of adequate manpower in other fields of endeavor in the U.S. It is rapidly becoming harder to single out one area of our industrial world or one form of human endeavor where the manpower need is greatest. Looking ahead twenty-five years, the supply of skilled manpower seems to be less and less adequate."

Recognizing this situation, it is now apparent that the most efficient utilization of college trained personnel in the American economy will require a new approach to the problem of selection and placement.

Every placement officer or recruiter who must function under present conditions is painfully aware of the limitations of present selection procedures. The brief campus interview, possibly supplemented by a plant visit and further interviews, leaves much to be desired. Records of and extra-curricular activities are helpful, but do not provide an adequate prediction of behavior on the job. Psychological tests, admittedly weakest in their appraisal of personality factors, have only limited value The current in this process. shortage of graduates, amply illustrated by a reported average of 44 interviews per graduate. serves to accentuate the weaknesses of the present system. Increased hiring quotas force employers to give all apparently qualified students the "red carpet treatment." Entrance salaries are forced higher and higher by competition, not by any increase in the qualifications of candidates. Recruiting costs, estimated by some sources at \$1,500. to \$2,000. per candidate, are increasing, without a comparable increase in the number and quality of students hired.

It is clear that some changes are necessary.

A new approach to the selection problem must begin by examining the goals sought by both employers and graduates. As a number of sources have indicated, what employers really want is a well-trained, personable, adaptable young man, sometimes termed "the wellrounded specialist". Failing to find him, they seek certain specific characteristics. A number of these have been reported by Dr. Frank Endicott in this journal as a part of his "Survey of Employment Trends in 1955" He asked employers to list the chief characteristics of outstanding college graduates hired during the past five years. While it is obvious that present personnel needs cannot be met by hiring only those graduates classed as "outstanding", these characteristics are representative of the goals of most employers. The first eight, in order of frequency, are:

1. Ability to work with people

2. Ability to get things done

3. Mental ability 4. Initiative

5. Leadership

6. Hard work

7. Good judgment

8. Adaptability

A close examination of this list will indicate that present selection procedures can effectively measure only No. 3. Interviews may give some indication of other suitable characteristics. Unfortunately, not all students are able to match their fluency in the interview with a comparable degree of efficiency on the job. On the other hand, some hard workers may not reveal their most desirable traits in an interview. This may be particularly true of engineering graduates. Participation in campus activities should offer some 'evidence of leadership capacity. However, the artificiality of many campus organizations greatly reduces their similarity to an actual business organization. Thus it is difficult for employers to select those students who possess the abilities and personality traits necessary for executive leadership.

#### **Needs Determine Stability**

From the student's point of view, the ability of an employer to meet his needs will largely determine his stability on the job. These needs are not wholly economic. In a survey reported by the Opinion Research Corporation, 93% of college graduates ranked a chance for advancement as the most important factor in choosing a job. Interesting work was a close second. Many students, particularly those in Liberal Arts, appeared to be uncertain as to the relationship between college majors and the needs of particular industries and companies. A further indication of student attitudes may be obtained from a section of Dr. Endicott's "Survey of Employment Trends in 1956". During a five year period, a group of employers who lost 50% or more of the college graduates hired reported the following reasons for their loss (in order of frequency).

1. Higher salary

2. Wanted to live elsewhere

3. Faster progress

4. Disliked travel, hours, or pressure of job

It is apparent from these two reports that greater student understanding of company policies on salaries and promotions, increased knowledge of the actual work performed by college graduates, and familiarity with plant locations and surrounding communities should tend to reduce turnover.

#### Year Spent on Job

The average cooperative student spends more than a year in full-time employment before graduation. During this time, the employer has an opportunity to observe his behavior in a working environment. The student may be rated by many supervisors and administrators, not on the basis of interviews, but on actual job performance. His ability to work with all types of people, to apply his training to the solution of practical problems, and to adapt himself to a variety of work situations, as well as most of the other characteristics noted in Dr. Endicott's study, may be clearly seen. In addition, the experience received by the student provides a further advantage to employers through a reduction in training costs. Most college graduates are placed in training programs lasting from a few weeks to a few years. During this period they work in various departments in the hope that they will obtain a broad understanding of company operations, and that employer and trainee will discover a mutually acceptable area of specialization. In the author's study mentioned earlier, cooperative employers were almost unanimous in the preference for hiring cooperative graduates. Seventy-eight per cent felt that cooperative work periods could substitute, to some degree, for the usual college graduate training program. It is certain that they were aware of the savings to be realized by orientation at student pay rates. However, their reasons for hiring cooperative graduates were summed up by one respondent who said that they are preferred because:

. . . the learning resulting from the inter-action of alternating work and study produces an engineer who is superior in education, practical grasp of the job, and one who has a firm mature grasp of the problems of working people. He also has a pretty good understanding of what he wants to do for his future work, and is generally

more mature."

Under present employment conditions, the college graduate, particularly in science and engineering, may have great difficulty in selecting an employer. He has little real opportunity to evaluate the long-run

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advantages of employment in firms which are competing for his services. Non-economic factors, which may have a great influence on job satisfaction, are often neglected, and the student tends to base his decision solely upon financial considerations.

#### Student Knows Company

The cooperative student has been able to see a company from within and determine, before graduation, whether it offers real career opportunities. He has seen company policy in action, and has made friends among company personnel. Furthermore, he has lived and worked in one or more communities where company plants are located. This gives him some basis for determining their suitability as homes for himself and his family. In short, the cooperative graduate who accepts an offer from an employer with whom he has spent several-work periods is much more likely to be satisfied with his job. In many cases he has already located an area of specialization. Vacation and other benefits usually date from the beginning of the first work period. Even the student who does not remain with his cooperative employer will be more capable of making a stable choice because of his experience.

This rosy picture of the desirability of cooperative graduates must be marred by the fact that such students are scarce. In the author's study, most cooperative colleges reported more job openings than they could fill. Many reported difficulty in arousing student interest. Consequently, 80% of the employers felt that an increase in the number of cooperative programs would be of benefit to them.

Increased utilization of cooperative programs must depend upon three types of employer action:

1. Aid and encouragement in the development of cooperative programs to colleges located near major company installations. Some college administrators may fear that the establishment of a cooperative program will greatly disrupt their operations. Employers, through their own experience or that of others, may be able to encourage local administrators to contact colleges which have successfully operated

#### **Coming Meetings**

Middle Atlantic Placement Officers Association will hold its annual meeting jointly with the Southern Association on October 14, 15, and 16 at Hotel Chamberlin, Old Point Comfort, Virginia.

Rocky Mountain Association of College Placement Officers will hold its annual conference on October 26 and 27 at the Union Memorial Center of the University of Colorado in Boulder, Colorado.

Southern College Placement Officers Association will hold its annual meeting jointly with the Middle Atlantic as listed above.

Southwest Placement Association will have its annual conference on October 17, 18, and 19 at the Hilton Hotel in Fort Worth, Texas.

Western College Placement Association has changed the plans for its annual meeting and will now meet at the St. Francis Hotel in San Francisco on January 17-18.

cooperative programs, and profit by their experience. If necessary, only one curriculum can be placed on a cooperative basis at first. However, there is a tendency for colleges which have adopted the cooperative schedule to discontinue regular schedules for the same curricula. Present trends are in the direction of a twelve week quarter as the most appropriate unit of work or study.

- 2. More direct efforts in recruiting students for cooperative colleges. The shortage of cooperative students may be partially attributed to a lack of information on the part of high school counselors and administrators. By aiding colleges in their publicity efforts, employers may also obtain some advantage in the selection of students in critical occupations such as Engineering. One company has published a brochure describing its training program for engineers and listing the five colleges from which it receives cooperative students.
- 3. Subsidization of outstanding young employees for training in cooperative colleges. This might be considered as an extension of the apprentice system to professional workers, with an equal distribution of time between work and related training. The author has prepared a detailed proposal for such a program, which will be furnished to interested employers upon requests.

Some employers have already taken steps to implement the above suggestions. If others follow suit, there is every reason to believe that, aided by an increase in the college age population, an adequate supply of cooperative students will be available in the near future.

The selection and training of professional and managerial personnel may well be the most important factor in the future growth of American industry. The cooperative system of education, by bringing colleges and industry together in the training process, can be of great value in this task. However, its full potential can only be realized through increased efforts by colleges and employers.

(See list of cooperative colleges on page 50)



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#### Adelphi College Antioch College Bradley University University of Buffalo

University of Buffalo City College of New York University of Dayton Drake University Fairmont State College

#### NON-ENGINEERING

University of Georgia Hofstra College Los Angeles State College Marquette University Marshall College University of Michigan North Texas State College University of Oklahoma University of Omaha

St. Joseph's College John B. Stetson University Syracuse University Tuskeegee Institute Washington University Wayne University Western Michigan College Wilmington College

#### MIXED COLLEGES

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uring the next few months, thousands of prospective college graduates like Mr. John Wilson will evaluate their employability and will be subjected to the close scrutiny of thousands of interviewers. In times like the present when employment is high, almost all of the students who want to work will find jobs. Many, because they possess a surplus of desirable qualities, will get the job of their choice. Others, because they lack certain prerequisites, will not get the job they want and will have to be content with a second or third choice. A very few will not find employment.

What are those desirable qualities which make a student a desirable risk? Just what does an employer look for when he interviews a college graduate? Is he more interested in degrees and experience than in personality and industriousness? Does he want a student who has specialized in some particular area or does he prefer the liberal arts graduate with a broad educational background? Does nationality and religion sway his decision? Does the appearance, personality and adjustability of the wife affect his choice?

To answer these many challenging questions, a study was made to determine those factors which interviewers look for in their evaluation of a prospect\*. And although the study is directly applicable to graduates who are seeking employment in foreign trade, the results apply also to

A small but interesting survey suggests the trend of thinking on evaluation of student career qualifications

#### FRANK R. JACKLE

Professor of Business Communications American Institute for Foreign Trade

those seeking employment in domestic work. He knew that during a school year as many as 38 interviewers from major companies throughout the United States come to AIFT to evaluate its graduates and to choose those who fill their own strict requirements. All of these companies have foreign outlets or are planning departments to handle

foreign sales.

After considerable reading, thought, and discussion, a questionnaire was formulated which listed the most pertinent factors involved in judging a student's employability. factors were divided into three categories: education, qualities of character, and other factors. The interviewers evaluated each factor as of major importance, important, of little importance. This questionnaire with an explanatory letter was sent to thirty-five interviewers from companies representing a general cross section of business: heavy and light machinery, foods, chemicals, oil, insurance, and banking. Thirty-five replies were received. The executives were impressed with the gues-Many not only antionnaire. swered the questionnaire but also added a personal letter commenting in detail on certain essential qualities. Some asked that they be sent the final compilation and conclusions. Although the sampling on this study is too small to be final, it does indicate general opinion a trend.

Many college students worry because they do not have specialized training. An analysis of the returns in this report show that only fourteen per cent of the interviewers consider specialized training of "major importance." Fifty per cent consider specialized training "important." Theremainderconsider it of "little importance." Business Week in a recent issue commented, "Business does hire and does value the liberal arts graduate-even though it

Don Coatsworth, a student in foreign trade at the American Institute for Foreign Trade, Phoenix, Arizona, May,

doesn't pay him so much at first. Once he gets a start, more often than not he comes up the ladder faster than his technically trained classmate." And Collier's emphatically declared, "There is a growing emphasis today on the broad individual rather than the specialist . . . Industry is becoming so complex that English and philosophy solve managerical problems as often as engineering." Notice also the trend of the outstanding technical colleges and universities in demanding that their graduates have a knowledge of English, literature, sociology, philosophy in order to help them adjust to the complex society of the present

Whether a candidate has a college degree is considered of "major importance" by fifty per cent of the interviewers and "important" by fifty per cent. Academic performance is also an important item in their consideration. But participation in extra-curricular activities is just as important. Businessmen are looking for the good student, but for one who likes people and who is accepted and respected by his fellowmen. This factor is more important in some areas sales, personnel than in other

Good health is a prerequisite for almost all positions in foreign trade because of climatic conditions that may adversely affect personnel afflicted with asthmaor other allergies. A neat, clean, pleasing appearance is also of major importance. Inappropriate dress and careless grooming detracts from the over-all personal appearance and lessens the chances for employment. Don Coatsworth in his report says, "Willingness to observe accepted social conventions in a foreign country is considered important by a majority of interviewers. An adequate knowledge of the social graces is a prerequisite. The ability to adjust to a new environment and the ability to promote good relationship in a

#### ANALYSIS OF INTERVIEWEE

#### **Tabulation of Replies**

| EDUCATION                        | Major        |     | Little       |
|----------------------------------|--------------|-----|--------------|
|                                  | Importance I |     | e Importance |
| College degree                   |              | 17  | 1            |
| Academic performance             |              | 20  | 1            |
| IQ & aptitude test results       | 5            | 120 | 5            |
| Liberal Arts training            |              | 16  | 11           |
| Specialized training             |              | 18  | 6            |
| Extra-curricular activities      |              | 21  | 5            |
| Financed education (all-part)    | 1            | 15  | 15           |
| QUALITIES OF CHARACTER           |              |     |              |
| Judgment                         | 26           | 7   |              |
| Leadership                       | 25           | 7   |              |
| Fortitude                        | 112          | 20  |              |
| Initiative                       | 25           | 8   |              |
| Reasoning                        |              | 10  |              |
| Dependability                    |              | 7   |              |
| Adaptability                     | 25           | 9   |              |
| Industriousness                  | 27           | 6   |              |
| Drive motivation                 | 26           | 7   |              |
| Emotional maturity               | 23           | 10  |              |
| Sense of humor                   | 13           | 17  | 3.           |
| Ability to meet people           |              | 1.3 |              |
| OTHER FACTORS                    |              |     |              |
| Health                           | 16           | 16  |              |
| Personal appearance              |              | 19  | 3            |
| Good appearance in dress         |              | 120 | 3            |
| Social abilities                 |              | 24  | 3            |
| Observance of social convention  |              | 22  | 3            |
| Ability to handle liquor problem | 13           | 15  | 2            |
| Reaction to supervision          |              | 18  |              |
| Ability to express oneself well  |              | 17  |              |
| English facility (written)       |              | 16  | 3            |
| Foreign language facility        |              | 123 | 3            |
| Previous work experience         |              | 111 | 16           |
| Preference for single men .      | 1            | 2   | 26           |
| Preference for married men       |              | 5   | 23           |
| Adaptability of wife             |              | 14  | 4            |
| Religion                         |              | 7.  | 30           |
| Nationality                      |              | 6   | 21           |

Line shows at a glance those qualities considered of "major importance"

#### ADDITIONAL COMMENTS

foreign country are other desirable traits."

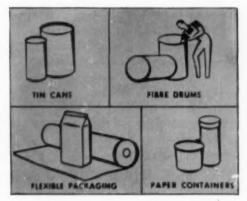
Forty per cent of the interviewers consider adaptability of the wife of "major importance" and forty per cent consider it of "importance." The wife's role in adjusting to foreign living is of tremendous importance her reaction often determines the success or failure of a career. It

(Continued on page 90)

# Opportunities for college graduates

# Tailor-Made Packaging

Virtually every U.S. industry is dependent on packaging. Continental Can Company's diversified list of products makes it a leader in the field and one of the 50 largest corporations. Established in 1905, Continental has more than 33,000 employees. We endeavor to make full use of the talents of the college graduates we welcome each year.



Continental Can has 82 plants in the U.S., Canada and Cuba, plus 17 field research labotatories and 66 sales offices.



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Manufacturing; equipment design and development; research and development; production engineering; production control; quality control; industrial engineering; equipment manufacturing. Previous experience desirable for Technical training programs.

#### Non-technical graduates:

Sales; accounting; credit; industrial relations; purchasing; production control; quality control; production (manufacturing).

#### Method of training:

In most departments an intensive, time-scheduled program of up to two years is followed. In others, graduates receive initial training for a particular job opening. Objective: to develop future supervisors and managers. It is desirable for the applicant to be willing to relocate.

#### Location of principal offices:

Head office, New York. Metal Division, New York, Chicago, San Francisco. Fibre Drum Division, Van Wert, O.; Paper Container Division, Newark, N.J.; Bond Crown & Cork Division, Wilmington, Del.; Shellmar-Betner Division, Mt. Vernon, O.; Research and Engineering Divisions, Chicago; Paper Manufacturing Division, Hopewell, Va.

Raymond L. Rawls, Director of College Relations

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Besides her executive job, a WAC officer enjoys the prestige and pay of a commissioned Army officer, the chance for exciting foreign travel, a 30-day paid vacation every year and a full social life.

2. The Army Nurse Corps—As an Army nurse, few nursing jobs can equal the opportunities available to young women. Each Army nurse enjoys a career so important she starts as an officer—a rank reserved for those with administrative jobs. Army nurses work in modern, well-equipped hospitals. They have the added satisfaction of helping their country as well as humanity. In addition to having a fuller professional career, an Army nurse enjoys greater financial rewards than she could probably find ordinarily.



# executive opportunities by the Army?



3. The Army Medical Specialist Corps—

Here is a great opportunity for dieticians, physical therapists and occupational therapists—the chance to serve humanity, country and self. Specialists in these three areas serve humanity by carrying out the most modern medical techniques. They serve their country by performing a job directly benefiting the nation. And they serve themselves by benefiting from the many personal advantages of an officer's career.



Send Today For Your FREE Booklets—If he not send today for your copies of guidance booklets on these important career appartanities? In doing so, you will not only be helping young women seeking a rewarding career, but you will also be helping your country in its defense effort. Simply clip and mail the caupon below at telephone your boad Army Recruiting Station, where an Army representative will be glad to conjuvate with you in every way possible.

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| NAME  |   |  |    |
| ADDRESS   | CITY  | STATE  |    |
| ORGANIZATION  | POSITION  |  |    |

# QUESTIONS PLACEMENT OFFICERS ASK DU PONT



- Q. What is the proportion of college graduates among Du Pont employees?
- A. One out of every seven Du Pont employees is a college graduate.
- Q. Where do these men and women come from?
- More than 700 domestic colleges and universities are represented among our employees.
- Q. What major fields of training are represented?
- A. About 32% of the company's college graduates are trained in the physical or biological sciences, 22% in chemical engineering, 12% in mechanical engineering, 14% in other branches of engineering, and 20% in non-technical subjects.

- Q. Does a technical person have opportunities to enter administrative work?
- A. Yes, about the same proportion of technical as non-technical employees advance into administrative posts with Du Pont. The majority of the administrative needs of the company are filled by college graduates.
- Q. What is Du Pont's turnover rate?
- A. During the first five years of employment, when the majority of such terminations take place, Du Pont's loss of college graduates is only about one-half the rate for industry as a whole. It can safely be said that the Du Pont Company offers your graduates a diversity of opportunities and an outstanding record of stable employment.



#### THE FOOD INDUSTRY'S

# COLLEGE TRAINING PACKAGE

BY JOHN A. LOGAN

W
17H our national economy spiralling from 285 billion dollars in 1950 to 387 billions in 1955 and a predicted 700 billions in 1975, the men who head up our great industrial and commercial enterprises are perplexed by a common problem:

Where are they going to find personnel with an adequate educational background who can accept responsibility in many phases of the business until they are equipped to provide second echelon management teams a decade hence—men competent to move into their own top management places twenty years from now.

Many firms have developed excellent "in-plant" and on-thejob training courses for promising young men. Most of these programs, however, are designed to produce subordinate executives only.

Managements of the nation's major food chains meanwhile, have conceived and developed a technique of building a top management reservoir whose efficiency is already proven, and they have done it in a manner that most any other industry can emulate.

Working through their association group, the National Association of Food Chains, they have set up a curriculum on the campus of a major university and have planned it so that carefully-screened students get a broad, basic education and, at the same time, find it possible to take specialized training in the field of their immediate commercial interest.

In the years during which today's food chains were built, their top executives came up the hard way—through job experience in their organizations stores, warehouses and central offices.

A recent study disclosed, for example, that men in the upper echelon of such organizations were, on the average, 49 years old, had been in the industry 25 years and their own companies 22 years. It showed they

averaged two years of college. Chain presidents, on the average, were 56, had been in the industry 31 years and with their present company 28 years. They, too, had only two years of college education. Generally, the study also revealed, chains filled their top jobs from within their own ranks—only 22 per cent of their executives having come from outside the industry.

A new pattern of food retailing became general after World War II. Food distributors saw cheir store volume zooming (from an average of \$46,000 per store annually in 1933 to \$815,000 in 1955). Suddenly they needed capable broad-gauged supermarket managers to handle this volume. These men also had to have the ability to supervise 50 to 150 employees and to carry the responsibility for an investment in equipment, facilities and inventory of half a million dollars. And as individual store volume came to be measured in the millions, real estate operations grew extensive and sales promotion complex. they felt also the need for highly skilled specialists.

The realization became clear that in the day that was dawning their company's own growth was definitely linked to the quality of manpower that they could attract—that a dynamic business required dynamic people, with the ability and training to adjust to fast-paced developments.

So the National Association of Food Chains set about developing a long-range plan that would assure food chain operators a reservoir of well-educated, thoroughly-trained young executives that could become a strong central management group a decade or so hence.

This it did cooperatively. In 1948, the association's executive committee named two committees to handle the job.

Since college training in food distribution had been a long time "pet project" of mine, it was exceedingly gratifying to see

The president of NAFC tells how an association comes to grips with its executive procurement problem by establishing the course, choosing the university, and financing the project.

the project finally approved and launched under the leadership of Franklin L. Lunding, Chief Executive Officer of Jewel Tea Co., Inc. as chairman of the first committee. Other members were Lansing P. Shield, President of The Grand Union Company and A. D. Davis, President of Winn-Dixie Stores, Inc. Backstopping this group was a "task" committee that included Lloyd W. Moseley of Grand Union, as chairman, C. L. Arnold, the Kroger Co.; Rilea W. Doe, Safeway Stores, Inc.; R. F. Edwards, The Fisher Bros, Co.; J. C. Fairchild, Colonial Stores Incorporated; E. W. Kavanaugh, Winn-Dixie Stores, Inc.; and H. G. Stiefenhoefer, Jewel Tea Co., Inc.

Over the next two years the patent committee gave its aides a variety of assignments. It told them to find what was needed, what kind of course was required, how much it would cost, where it should be established and who should head it up.

After months of study, the task force reported that the industry's college training program under NAFC sponsorship, should embrace study at both undergraduate and graduate levels through a course leading to a degree in food distribution at some outstanding college or university. With the vision of a well-rounded man as its goal, it recommended a curriculum that would bring together courses offered in several schools, chiefly academic and business.

"We knew the men couldn't come out experts in all subjects," Moseley recalls, "but we wanted them to have a good basic education and as much as they could acquire of subjects that would be useful in food distribution."

The poser was, how to finance the course?

Eventually, Chairman Lunding proposed to the Executive Committee that the industry establish the course by underwriting a grant of \$100,000 to be made available over five years through voluntary contributions of association members.

#### Visited 28 Campuses

When the time came to locate the course, various members of the committee visited the campuses of 28 colleges and universities. Armed with a long list of criteria, they interviewed administrative officers faculties. In the end, they chose Michigan State University, not alone because it met the criteria most completely but quite as much because of the cooperative attitude found on the Spartan campus. Deans of several schools at MSU made a contribution to the project.

Successful launching of the project called for an exceptional man—a true trail-blazer. This was so because the head of the new course had to be competent not only to teach and administer the curriculum but also to draw its subject matter from chain executives who, till then, had limited their exchange of experience and ideas largely to NAFC meetings.

After screening many candidates, the committeemen finally recommended Dr. Kenneth Wilson, then chairman of the marketing section of Michigan

State's School of Business Administration and Public Service. As time went on and his burden grew, Dr. Edward A. Brand joined him. Dr. Wilson directed the food distribution curriculum during its first three years. Then he was made Director of the Division of Business at Michigan State and Dr. Brand succeeded him.

The food distribution curriculum offers a four-year undergraduate program leading to the bachelor of arts degree in business administration with a major in food distribution. This program is open to all high school graduates whose work qualifies them for admission to Michigan State. For college graduates, the curriculum offers a graduate program leading to the degree of master of arts in business administration with a major in food distribution. This program is open to college graduates with a record which meets the requirements for admission to the MSU graduate school. For young men employed in the food industry who are high school graduates and have a substantial amount of business experience, the curriculum offers a special one-year non-degree program. Students can be sponsored by food chain companies in this way when their on-the-job performance indicates a promising future even though they may not meet regular college entrance requirements.

"The curriculum was set within the business school, because these men are going to be business men," Dr. Wilson observed. "They have to have everything that you'd expect students of business to have a broad general education as well as such basics as economics, accounting, business law, management, personnel administration, and finance.

"The course is academically sound. It meets all requirements of the Association of American Schools of Business."



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AS A PART OF B&W YOU'LL HAVE A HAND IN PROGRESS

Students in the food curriculum take the same basic courses as all business majors. The difference lies in courses provided for the area of their specialization. Here, courses were created not only in food merchandising, food store operation, food chain administration, and special problems in food distribution, but a seminar in food distribution was provided, too. In addition, men get a broad picture of the economics and methods of marketing through taking courses in horticulture to learn about produce, in animal husbandry to study meat, in dairy to acquaint them with milk, butter and cheese, and in poultry to gain knowledge of poultry and eggs.

Food majors are likewise provided with an over-all picture of such things as problems of buying and selling, customer service, display of merchandise, accident prevention and expense control. They also explore broader subjects like community relations and the history of food chain operations. Classroom theoretical training is backed with practical demonstrations in supermarkets and warehouses or distribution centers and continuous discussions and exchanges of opinions and experience with other students.

Food industry leaders visit the campus regularly. Every year from thirty to forty management executives lecture at class sessions or talk at dinner meetings of the Food Distribution Club, which the students organized.

Most of the men at MSU have food retailing in their blood. The majority worked in supermarkets or food stores before they arrived in East Lansing; a few were store managers and some were sons of food chain

The first class, entering in the fall of 1950, numbered 13 students six sponsored by their employing chains; three on NAFC scholarships, and the others on their own. In September, 1955, 120 men matriculated—40 of them sponsored and three on NAFC scholarships. From the standpoint of development of a college curriculum, Michigan State executives say the record is outstanding.

Their diplomas under their arms—there have been 118 issued up to now—graduates are ready for careers that already call for skills or abilities in over 200 distinct lines of activity. Sponsored students go back to the chains that sent them. Others are quickly absorbed by the food industry—processors, manufacturers, wholesalers and other retailers—the latter including independent food stores and cooperative voluntary groups as well as corporate chain companies.

Success stories are notable.

One man, back with his old employer only two years, is already a buyer—a position that takes four or five years to attain in normal routine. Another, home two years, is a district manager with 12 stores under his supervision—a post that traditionally has required many years to achieve. Another, on the home job three years, is now a division manager, responsible for activities that turn 50 million dollars annually. Yet another, back a year, has already moved into a newly created post in charge of expense control—a spot activated because at long last his chain had a trained man competent to fill it. Two other young graduates head a Puerto Rican government team assigned to modernizing the island republic's food system.

How does the industry react to this new approach to junior executive preparation?

Ten manufacturers underwrote scholarships worth \$1,000 each for the 1955-56 term and over 70 young men applied on the term scholarships; 26 firms are underwriting as many scholarships for 1956-57 in addition to the continued sponsorship of students by more and more food chain companies and the National Association of Food Chains.

#### "Yes-With a Smile"

Even though he graduated a couple of years ago it is probably best to call him Bill Jones. Bill was the kind who grabbed the ball from every recruiter and spent the first five minutes telling him how to use Bill's talents. When these tactics put a deep freeze on his prospects, he finally listened to his placement director who counseled a moderate course. "Quit arguing with the interviewers," he was told. "They are the customer and the customer is always right."

Bill went the advice one better. He devised a series of questions which suited his purpose. "Are you interested in men for foreign service?" he would ask. If the answer were "no" he'd beam. "That's the last thing I'd want, he'd confide. It the answer were "yes" he would also beam. "Just what I've been looking for!" By the time the recruiter had been warmed with several successive and enthusiastic agreements, Bill went into his sales pitch. The difference? Five straight offers.

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For additional information, contact

Mr. Charles Lupton
Manager, College Relations

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Worthington's answer to General Dynamics Corporation's Electric Boat Division, builder of the Nautilus, was the largest turning roll ever built.

The result? Welding of the Nautilus hull was accomplished in record-breaking time — and cost less than originally estimated. Unchanged, the Worthington roll set-up is also being used in the construction of the nation's second atomic sub, the USS Sea Wolf.

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See the Worthington Corporation exhibit in New York City. A lively, informative display of product developments for industry, business and the home. Park Avenue and 40th Street.



# REGIONAL ASSOCIATIONS



New members of the Industrial Board of the Midwest Association are: (Standing) H. H. Finn, C. H. Ebert, Jr., R. C. W. Sadler, and A. W. Moise. (Seated) F. S. Endicott, President of MCPA, D. F. Waggoner and V. A. Buescher.

THE annual conference of the University Counselling and Placement Association held June 13 to 15 at the University of Montreal, took as its theme, "The Discovery of the Liberal Arts Graduate."

The opening address was given by Mr. H. H. Lank, the President of DuPont of Canada, who stated, "There is definitely a place for (the Liberal Arts graduate) in a very highly technical industry." He saw a danger that the pendulum of demand had begun to swing toward the Arts to the extent that it could create an unrealistic emphasis on the necessity of a broad education in the humanities as the prerequisite for every highly technical post.

In his top management, nearly three quarters of the executives were engineers and physicists, but they in turn were leavened by twenty percent who had no degrees at all, and strengthened by eight percent with degrees from Arts faculties.

The speaker contended that individual adaptability far out-weighed the possession of a technical qualification. As an experiment he had casually asked a group of fourteen of his directors how many of them had been trained for the specific field in which they were currently engaged. One man did admit a continuity of effort in a special field—he was the

Economist. Throughout the Du Pont organization, both in the United States and in Canada, the ratio of university graduates with an Arts training was steadily rising, and Mr. Lank applied Coolidge's axoim to modern industry. It must "make do, do over, or do without." Thus, for effective operation, there was no alternative to "doing over" what it already had. He summed up the manpower situation by defining the "Shortage of Engineers" as actually a shortage of Educated People.

Despite the facts, however, the legend persisted that a Liberal Arts background was of little use in every-day life and occupation, Mr. Lank charged much of this attitude to the "mucker pose" of the snobbery of anti-intellectualism which had added to the shibboleths of race, creed, sex and age the newer discriminatory expression "Liberal Arts." Enlightened business leaders had brushed aside this unstable premise in the process of Discovering the Liberal Arts Gradmate.

Father E. J. Hartmann, the Dean of Men at Assumption University quoted from The Harvard Business Review which stated categorically, "In more and more companies, the decisive factor must be the length and breadth of judgement (in order to assess) the qualitative factors after the measurable factors have been taken out." Another authority quoted said, educated man must first of all know himself, but he must also deal with groups. putting the cultivated mind to work in the world that is the mark of the educated man." The chairman of the board of a huge oil company felt "that technical specialization created narrow human beings. Men of scope have demonstrated their quality by rising above it. The mechanics of running a business is not very complex - the difficulties arise from the fact that business is composed of human beings." Finally he quoted Cardinal Newman as defining a liberal education as "the process of training by which intellect is not disciplined for some particular or accidental purpose, but for its own sake."

Father Hartmann rested his case with the statement that the conference had succeeded only in rediscovering the graduate with a broad education who had been slowly covered after the first world war by the overspecialization demanded by employers everywhere.

#### **Defines Personality Dimensions**

Moving in for a closer look at the target of their search, conferees heard Dr. J. D. Griffin, Executive Director of the Canadian Mental Health Association. define the dimensions of the variability of personality of the average undergraduate. He believed that there was a definite motivation in the choice of a General Arts course in contrast to the obvious immediate rewards of technical specialization. In fact, he said, it was possible that the undergraduate deliberately selected a shorter course with the aim of developing himself in the quickest possible time to come to grips with industry. On the side of industry it was evident that there was a growing appreciation of the man with a broad university training, especially as the employer had begun to look at a longer term program of individual development. This made it all the more necessary to provide means for the resolution of conflicts arising in students within the university community due to their reevaluation of attitudes under the newer and freer academic environment.

The National Research Council was represented by Dr. Bruce Marshall, Scholarship Awards Officer. From his point of view, there was no limit to people who could show the capacity and the stamina to carry on additional

training whatever their initial development had been. Consequently, the versatility encouraged by a foundation of a broad education had been amply demonstrated by the graduates who had capitalized on a partial technical course or on a scientific aptitude in their later training in employment.

The conference took advantage of their physical location to study the French-Canadian undergraduate. Abbe J. Garneau, the Secretary-General of Laval University indicated his sympathy with the Liberal Arts graduate who was handicapped by the possession of a facility in English only. He praised the College Classique that ensured that graduates had a firm grounding in the humanities and the classical traditions before they commenced to specialize on their chosen vocations.

It was true that there was a proportion of young French speaking graduates who had hastened to take Science and Engineering courses without first completing their Arts degrees. But of these he said, "We consider that those who have been exposed to Liberal Arts education are the more favoured group, and the better educated." In either case, the French-Canadian graduate had a special responsibility in the Canadian economy in working with the 5,000,000 French speaking Canadians whom they understood, not only verbally, but in their psychological approach to everyday problems.

The following day Dean F. W. P. Jones of the University of Western Ontario's School of Business Administration gathered about him a group composed of Dr. O. E. Ault, Director of Planning and Development from the Civil Service Commission; Mr. C. R. Armstrong, Assistant Vice-President of the Bell Telephone Company; Mr. P. M. Draper, Manager of Industrial Relations, Canada Iron Foundries; and Dr. G. H. Guest, Staff

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#### **ARMA**

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Development Administrator of Canadian Industries Limited. It was soon evident that the problem was not a lack of employment opportunity for a man or woman with a broad university training, so much as a lack of development in the graduates' mature appreciation of their own responsibility to the employer and his enterprise for whom they were working. The panel suggested that a student's education was not really complete until he had acquired a sense of values which extended to his own personal relationship to the world around him. They urged the University to complete the educational process by stressing the necessity for an honest attempt to give a fair return for the remuneration and the security of employment. It was true that an Administrator "had-a skill in exploring facts relating to a problem presented to him. But it was also true that Industry was searching for individuals "who would read-

Doug Snider of Indiana University, past-president of the Midwest College Placement Association, turns over the gavel to the new president, Frank S. Endicott of Northwestern University.

who would continue their education after graduation - who had a feeling of scholarship." Provided that the graduate had learned to accept an attitude of continual striving for development, the "problem" of employment for Liberal Arts graduates vanished in the value of each graduate as an individual citizen. Unfortunately, the employer could not yet accept without considerable reservations the majority of Arts graduates who were applying to him at this time in view of their inability to approach employment as a bilateral contract.

#### Shortage Still Real

The final speaker of the conference was Dr. R. F. Heartz, President of the Shawinigan Engineering Company, and also the President of the Engineering Institute of Canada, who announced his topic as "What Price Engineering!" He admitted that industry could absorb the Arts and Science graduate with far more readiness than had been the case during the last twenty years. A fusion of Liberal Arts and basic Science was a major asset to a graduate in his career. Yet the technical graduate was not by any stretch of the imagination to be considered obsolescent. The shortage of available men with a sound background of technical education was still as real as it had ever been. Some relief could be expected from the establishment of the new category of Engineering Technician but it was still necessary for employers to balance the work assignment between the graduate with a broad Arts background, the one with an Engineering degree, and the less theoretical Technician in order to ensure that manpower utilization was as effective as it was humanly possible to make it.

As a result of elections held at the Conference, the following were named as officers for the Association in 1956-57:

Past President, J. K. Bradford, University of Toronto, Toronto, Ont.; President, Dean T. L. Hoskin, University of Western Ontario, London, Ont.; Vice-President, The Rev. E. J. Hartmann, Dean of Men, Assumption University, Windsor, Ont.; Secretary-Treasurer, Mrs. Jean A. Loates, Carlton College, Ottawa, Ont.; Recording Secretary, I. A. Sproule, Sir George Williams College, Montreal, Que. The members at large are: Dr. A. Cook, University of Alberta, Edmonton, Alberta; Miss Doris Baskerville, Ontario Agricultural College, Guelph, Ont.; Dean M. V. Marshall, Acadia University, Wolfville, N.S.; C. M. Mc-Dougall, McGill University, Montreal, Que. and W. F. Mc-Mullen, Canadian General Electric Co., Peterborough, Ont.

#### MAPOA-SCPOA Program

The following program has been announced for the joint meeting of the Middle Atlantic and Southern College Placement Officers Associations on October 14-16 at Hotel Chamberlin in Old Point Comfort, Va. John Kirkwood and Fannie Mitchell are the co-chairmen.

(Continued on page 92)





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ACCOUNTING in industrial cost accounting, systems and procedures, payroll and tabulating, tax, auditing and other general accounting functions.

PRODUCTION MANAGEMENT in automotive, railway car, trailer, foundry, machine shops, plastics and other production divisions as well as manufacturing service departments such as planning, inspection and standards.

Contact your Placement Officer for further information about a campus or plant interview or write for our booklets: "Your Engineering Opportunity at Budd" or "Your Management Opportunity at Budd."

> Write: Personnel Manager The Budd Company Philadelphia 32, Pa.

> > Detroit 15, Michigan

13444

SALES ADMINISTRATION in various divisions of the company where technical background not required.

PURCHASING of steel production materials, capital equipment, maintenance and repair materials and other purchasing items.

GENERAL ADMINISTRATIVE in marketing, public relations and advertising, treasury, planning, estimating, and the international division.



### MIDWEST COLLEGE PLACEMENT ASSN.

### ANNUAL RECRUITING SURVEY

SEPTEMBER, 1956

#### TYPES OF INDUSTRIES COVERED

| Code | Туре                               |
|------|------------------------------------|
| A    | Public Utilities and Communication |
| В    | Manufacturing                      |
| C    | Merchandising                      |
| D    | Banks, Insurance, Investment       |
| E    | Chemical - Petroleum               |
| F    | Government                         |
| G    | Others                             |

#### How will your 1957 requirements for college level men compare with your 1956 needs?

|                |           | More     | Same       | Less     |
|----------------|-----------|----------|------------|----------|
| A.             | Technical | 7 2      | 13<br>11   | 1 4      |
| В.             | Technical | 44<br>23 | 62<br>71   | 3 4      |
| C.             | Technical | 4        | 2<br>5     | 0        |
| D.             | Technical | 2        | 5<br>13    | 0        |
| E.             | Technical | 14       | 18<br>17   | 2 2      |
| F.             | Technical | 11       | 1          | 0        |
| G.             | Technical | 8        | 5          | 1        |
| Totals<br>1957 |           |          |            |          |
|                | Technical | 90<br>50 | 106<br>128 | 12       |
| 1956           |           | 70       | 0.2        | ,        |
|                | Technical | 79<br>45 | 93<br>110  | 4        |
| 1955           |           |          |            |          |
|                | Technical | 32<br>17 | 102        | 26<br>30 |

Did you grant beginning pay allowances above the base salary for any of the following?

|                                       | Yes | No  |
|---------------------------------------|-----|-----|
| Campus Activities                     | 17  | 108 |
| Scholastic Standing                   | 43  | 184 |
| Cooperative Programs — Engineers      | 77  | 148 |
| Summer Work — Engineers               | 83  | 143 |
| Related Military Technical Experience | 109 | 117 |
| Cost of Living Bonus                  | 18  | 207 |
| Others                                | 16  |     |

Did you adjust your starting salary offers after the beginning of your campus visits?

Based on this past season's experiences and results, are you planning on adjusting your salaries for next year's program?

How soon after employment are salary increases granted and of what nature are they? (The most common were:)

| 6,    | 12,   | 18  | months                    | 74 | 45 |
|-------|-------|-----|---------------------------|----|----|
| 6,    | 12,   | 24  | months                    | 30 | 22 |
| 12,   | 24,   | 36  | months                    | 23 | 18 |
| Oth   | ers-  | (gr | oupings from one to three |    |    |
| incre | eases | at  | varying times)            | 73 |    |

Types of Increases

|              | Auto | matic | Me   | erit |
|--------------|------|-------|------|------|
|              | 1956 | 1955  | 1956 | 1955 |
| 1st Increase | 83   | 64    | 130  | 125  |
| 2nd Increase | 41   | 33    | 135  | 127  |
| 3rd Increase | 18   | 16    | 130  | 117  |

#### MCPA Survey

#### Amount of Increase as Percent of Base Salary

|              | 3% or less | 4% | 5% | 6% | 7% | 8% | 10% | 15% |
|--------------|------------|----|----|----|----|----|-----|-----|
| 1st Increase | 3          | 12 | 16 | 8  | 8  | 5  | 16  | 1   |
| 2nd Increase | 3          | 12 | 16 | 6  | 6  | 5  | 14  | -1  |
| 3rd Increase | 2          | 3  | 11 | 4  | 6  | 6  | 10  | 1   |

#### Amount of Increase as a Flat Sum

|              | Under \$10 | \$10-\$20 | \$20-\$30 | \$30-\$40 | \$40-\$50 | Over \$50 |
|--------------|------------|-----------|-----------|-----------|-----------|-----------|
| lst Increase | 2          | 31        | 59        | 3         | 2         | 4         |
| 2nd Increase | 2          | 25        | 38        | 7         | 3         | 3         |
| 3rd Increase | 1 .        | 13        | 29        | 7         | 2         | 4         |

#### Do you pay moving expenses from new (inexperienced) employee's home (or college) to first work location?

|      | Hous | Household Goods |      |      |      | Personal<br>Transportation |      |      | Family<br>Transportation |  |  |  |
|------|------|-----------------|------|------|------|----------------------------|------|------|--------------------------|--|--|--|
|      | 1956 | 1955            | 1954 | 1956 | 1955 | 1954                       | 1956 | 1955 | 1954                     |  |  |  |
| None | 117  | 119             | 123  | 117  | 117  | 115                        | 126  | 135  | 131                      |  |  |  |
| Part | 23   | 20              | 7    | 10   | 7    | 4                          | 1.4  | 7    | 4                        |  |  |  |
| All  | 81   | 60              | 43   | 93   | 68   | 44                         | 64   | 50   | 28                       |  |  |  |

#### How many men have you hired in past college recruiting season 1955-56?

|                            | A   | 8    | C   | D    | E      | F  | G   |
|----------------------------|-----|------|-----|------|--------|----|-----|
| Technical                  | 659 | 7055 | 38  | 45   | , 3162 | 92 | 539 |
| No. of Companies Reporting | 19  | 112  | 5   | 6    | 34     | 2  | 10  |
| Non-Technical              | 374 | 4374 | 779 | 1093 | 933    |    | 211 |
| No. of Companies Reporting | 18  | 84   | 10  | 23   | 22     |    | 12  |

#### Totals

|               | 1956   | 1955  | 1954  |
|---------------|--------|-------|-------|
| Technical     | 11,590 | 9,309 | 6,691 |
| Non-Technical | 7,764  | 5,221 | 3,412 |

## AIR CONDITIONING:

## A Career for Engineers with Management Potential

- . THE FIELD IS ALREADY BIG, GROWING FAST . . .
- . YORK IS A LEADER IN THE FIELDS OF AIR CONDITIONING AND REFRIGERATION . . .
  - . EVERY YORK INSTALLATION IS ENGINEERED . . .
  - THAT'S WHY YORK LOOKS FOR ENGINEERS WITH MANAGEMENT POTENTIAL,
     TRAINS THEM WELL FOR RESPONSIBLE POSITIONS.

Air Conditioning today is more than accepted: it's expected and such burgeoning industries as frozen foods are making heavy demands for refrigeration. York clients include banks, hotels, huge office buildings, industrial plants, food processors, and government installations.

York systems are engineered to fit the particular requirements of each customer. This is important to York, because it is one of the factors contributing to York's reputation as a producer of quality air conditioning and refrigeration. It is important to the graduate engineer, because it indicates York's dependence upon the engineer. York's industrial systems are sold by engineers who contribute their skills to the specification and installation of the system, each step of the way.

York's smaller packaged systems

for stores, residences and individual rooms are factory engineered to fit the ever increasing variety of commercial applications. And York offers its engineer greater flexibility in his system designs through more types of air conditioning or refrigeration equipment than any other manufacturer.

For the York engineer, the jobs vary: today's might be a large office building; tomorrow's a bank, a store, a huge factory, or even an environmental test hangar for the Air Force.

York management is largely drawn from its engineering staff. Today, of the 25 top engineering executives at York, 19 came up through the YORK College Graduate Training Program. Being engineers, they know the problems and aspirations of young engineers... and they

know how to help them get ahead.

The YORK College Graduate Training Program, alone in the industry provides a personalized and tailored training content beamed to the specific placement chosen by the Engineering graduate. It is comprised of integrated classroom and on-the-job training assignments under both the Graduate Engineering Training Program and the Graduate Business Training Program to assure fullest personal development.

To learn more about the Air Conditioning and Refrigeration industry, York Corporation, and its highly effective College Graduate Training Program for your graduating engineers, write: Training and Education Department, York Corporation, a Subsidiary of Borg-Warner Corporation, York, Pennsylvania.



the quality name in air conditioning

ECHANICAL COOLING SINCE 1885

YORK

#### MCPA Survey

#### What percentage is this of the number of men you sought?

| Percent of |   | Α  |    | 3  |   | C  | L | )  | E  |    |   | :  |   | G  |
|------------|---|----|----|----|---|----|---|----|----|----|---|----|---|----|
| Quota      | 7 | NT | T  | NT | 7 | NT | T | NT | T  | NT | T | NT | T | NT |
| 0% - 25%   | 4 |    | 5  |    | 1 |    |   |    | 2  | 1  |   | 1  |   | 1  |
| 26% - 50%  | 6 | 1  | 32 | 9  |   | 2  | 3 | 3  | 8  | 1  | 1 |    | 4 | 1  |
| 51% - 75%  | 3 |    | 39 | 16 | 1 | 3  | 1 | 6  | 12 |    | 1 |    | 3 | 1  |
| 76% - 100% | 4 | 15 | 22 | 59 | 3 | 3  | 2 | 12 | 11 | 19 |   |    | 3 | 8  |

#### Totals

| Percent of | 19  | 56  | 19: | 55 | 1954 |    |  |
|------------|-----|-----|-----|----|------|----|--|
| Quota      | 7   | NT  | T   | NT | T    | NT |  |
| 0% - 25%   | 12  | 3   | 8   | 4  | 5    | 9  |  |
| 26% 50%    | 54  | 17  | 31  | 25 | 23   | 11 |  |
| 51% - 75%  | 60  | 26  | 57  | 20 | 39   | 21 |  |
| 76% - 100% | 4.5 | 126 | 62  | 96 | 77   | 89 |  |

#### What was your ratio of acceptances to job offers?

| Percei | nt of |   | A  | 8  |    | C |    | 1 |    |    | 1  | F  | :  | ( | ŝ  |
|--------|-------|---|----|----|----|---|----|---|----|----|----|----|----|---|----|
| Accept | ances | T | NT | T  | NT | T | NT | 7 | NT | T  | NT | T  | NT | T | NT |
| 0%     | 25%   | 7 |    | 33 | 7  | 2 | 1  |   | 3  | 10 | 1  | 11 | 1  | 3 | 2  |
| 26% -  | 50%   | 9 | 2  | 39 | 30 | 3 | 5  | 3 | 8  | 20 | 10 |    |    | 5 | 5  |
| 51% -  | 75%   |   | 5  | 13 | 24 |   | 4  | 2 | 7  | 4  | 7  |    |    | 1 | 2  |
| 76%    | 100%  |   | 8  | 7  | 18 | 1 | 1  |   | 2  |    | 4  |    |    |   | 3  |

#### Totals

| Percent of  | 19. | 56 | 19. | 5.5 | 1954 |    |  |
|-------------|-----|----|-----|-----|------|----|--|
| Acceptances | T   | NT | T   | NT  | T    | NT |  |
| 0% - 25%    | 66  | 12 | 38  | 10  | 19   | 12 |  |
| 26% - 50%   | 89  | 60 | 74  | 39  | 59   | 28 |  |
| 51% - 75%   | 20  | 49 | 26  | 44  | 28   | 31 |  |
| 76% - 100%  | 8   | 32 | 16  | 43  | 18   | 50 |  |

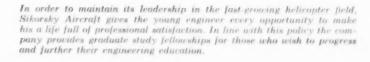
Younger than the class of

# HELICOPTERS HAVE ALREADY GRADUATED!

But as it will be for seniors in June, the "graduation" of helicopters was only a beginning, literally a commencement. But the rotary-winged craft and the college student of today face a future that is at once challenging and promising.

To the young, technically trained people now at Sikorsky Aircraft and to those who will join the Sikorsky team in the near future . . . belongs the thrill of developing a product of their generation.

> That product already carries the mantle of the world's most versatile aircraft.





#### SIKORSKY AIRCRAFT

BRIDGEPORT 1, CONNECTICUT

ONE OF THE DIVISIONS OF UNITED AIRCRAFT CORPORATION

## MCPA Survey Column 5 -- Non Technical BS Column 6 -- Non Technical M&A 2 (A). As nearly as you can determine, what monthly offers did you make this past season to graduates without experimence? Column 1 — Technical BS (4 year) Column 2 — Technical BS (5 year) Column 3 — Technical MS Column 4 — Technical PHD TREERS Overnment Covernment Other Public Utilines & Communications Manufacturing Merchandissing Barriss, Insurance and Investments Keud 376 -- 600 72 - 300 580 -- 580 576 -- 600 929 -- 109 0.06 -- 650

## our <u>future</u> your tomorrow is unlimited

We invite the college graduate to consider employment opportunities with B. F. Goodrich. We believe we can offer some of the greatest challenges in all of American industry. Our business encompasses the chemical, plastics, rubber and textile industries. It is closely aligned with many, many others. It is a large business with literally thousands of facets—and its potential is inviting. At B. F. Goodrich there is and always will be a need for men of vision with the ability to accomplish things.



The B. F. Goodrich Company, General Offices, Akron 18, Ohio

| MC   | PA    | S       | ur            | ve      | У       |          |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
|--|-------|---------|---------------|---------|---------|----------|---------|-----|---------|-----------|--------|---------|-----|----|-------|-------|----------|----------|---------|---|--|
|  |       |         | -             | - 14    | -6      | 8        | ×       | 9   | -6      |           | 14     |         |     |    |       |       |          |          |         |   |  |
|  | 0     |         | -             | -       | 5       | 3        | 8       | -   |         |           |        |         |     |    |       |       |          |          |         |   |  |
|  |       |         | -             |         |         |          |         |     | -       | -6        | -      |         | -   | 8  | lo lo | 4     | -        | +        | +       | + |  |
|  | 124-  | -       | -             | -       | -       |          | -       | -   | -       | -         |        |         |     |    |       |       |          | -        | -       | - |  |
|  | LIFIL |         | -             | -       |         | -        | - 13    | 15  | 2       | 8         | -      |         |     |    |       |       |          |          |         | _ |  |
|  | E     |         |               | 29      | +       | 20       | - 2     | - 9 | 0       |           |        |         |     |    |       |       |          |          |         |   |  |
|  |       |         |               | 40      | 40      | 10       | 2       | 9   | 2       | 2         | 100    |         | 40  |    |       |       |          |          |         |   |  |
| . 5  |       |         | -             | 8       | 12      | 15       | 5       | 5.5 | - 4     | -         | FW     |         |     |    |       |       |          | -        | -1      |   |  |
| Non Technical MBA  | 2     |         |               |         |         |          |         |     | fu.     |           | -0     |         | +   | -1 | 35    | 1     |          | 0        | -       | 7 |  |
| 800  |       |         |               | -       | -       |          | -       | 54  | -       | 2         | 1;     | 11      | 10) | _  | -     |       | -        |          | -       |   |  |
| 55   |       | -       | -             | -       | -+      |          | -       | -   | e)      | -         | -      | -       |     |    |       | -     | -        | -        | +       | - |  |
| E C  |       | -       | -             | l-      | -       |          | 20      | 5   | 1.      | 77        | 27     | -       |     |    |       |       |          |          |         |   |  |
| žž   |       |         |               | -       | - "     | 22       | 8       | 2   | 28      | 9         | -      |         |     |    |       |       |          | 1        |         |   |  |
| 11   |       |         |               |         |         |          |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
| 5.5  | 0     |         | -             | -       |         |          |         |     |         |           |        |         |     |    |       |       | -        | +        | -       |   |  |
| Column   |       |         |               |         | -       | in       | 10      |     |         |           |        |         |     |    |       |       |          | -        | -       | - |  |
| 00   |       |         |               |         |         |          |         |     |         |           |        |         |     |    |       |       | 1        | -        |         | + |  |
|  |       |         |               |         |         |          |         |     | -       |           |        | 14      |     |    |       |       |          |          |         | + |  |
|  |       |         |               |         |         |          |         | -4  | ÷.      |           |        |         |     |    |       |       |          |          |         |   |  |
| MS IS Year<br>MS<br>PMD  | 1 11  |         |               |         |         |          | 0       | -0  |         |           |        |         |     |    |       |       |          |          |         |   |  |
|  |       |         |               |         |         |          |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
|  |       |         |               |         |         |          |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
| 0.000  |       |         |               |         |         |          |         |     |         |           |        |         | -   |    | -     |       |          |          |         |   |  |
| N S S S S S S S S S S S S S S S S S S S  |       |         |               | -       |         | -        |         | -1  | -1      |           |        |         |     |    |       |       | 1        |          |         |   |  |
| 5555   | 1174  | -       | -             | _       |         | 17       |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
| Column 1 — Technical 8 Column 2 — Technical 8 Column 3 — Technical A Column 4 — Technical P            |       |         | -             |         | -       | - 14     |         | -   |         |           |        |         |     |    |       |       |          |          |         |   |  |
|  |       | -       | -             | -       | +       | ~        |         | -0  |         | -         | -      | -       |     |    | -     |       | -        |          |         |   |  |
|  |       |         | -             | -       | 77      | - 3      | - 17    | -   | -       | -         | -      |         |     |    | -     |       |          |          | -       | - |  |
| 3333   | o   o | +       | -             |         |         |          | -       | -   | -       | -         | -      | -       | -   | -  | V     | -     |          | -        | -       | - |  |
|  |       |         | -             |         | -       |          | -       | 6   | 2       | -0        | 74     | -       |     |    |       | -     | -        | 1        | -       | - |  |
|  |       | 1       | -             |         | +       | -        | 107     | 5   |         |           | -      |         |     | -  |       | 1     | -        | -        | -       | - |  |
|  |       |         |               |         |         | -        | 1-1     |     | -       | -         |        |         |     | -  | -     | -     | +        | +        | -       | + |  |
|  |       |         |               | -       | 10      |          |         |     |         |           |        |         |     |    | -     |       |          | +        |         | - |  |
|  |       |         |               |         |         |          | 1       | 1   |         |           |        |         |     |    |       |       |          | +        |         |   |  |
| E  | I F   |         |               |         | 10      |          |         |     |         |           |        |         |     |    |       |       |          |          |         | 1 |  |
| o o  |       |         |               |         | 1-1     |          |         |     |         |           |        |         |     |    |       |       |          |          | 1       |   |  |
| a de   |       |         |               |         |         |          |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
| Chemical — Petroleum<br>Government<br>Other  | 0     |         |               | -       |         | Pa       | 114     |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
| 3 5  |       |         |               |         |         | (4       |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
| Dye.   | 0.00  |         |               |         |         |          |         |     |         |           |        |         |     |    |       |       |          |          |         |   |  |
| 000  |       | -       | -             | -       | -       |          |         |     | -1      |           |        |         |     |    |       |       |          |          |         |   |  |
| و تعالم  |       | -       | -             | -       | -       | -        |         | 1-5 |         | -         | -      |         |     |    |       |       |          |          |         |   |  |
|  |       | -       | -             | -       | -       | -        | - 14    | -   |         |           | -      |         | -   | -  | -     | -     |          | -        | -       |   |  |
| v 2  | 115   | -       | -             |         | 5       | - 1      | 2       | 78  | 73      | -         | -      |         | -   |    |       | -     | -        | +        | -       | - |  |
| 000  |       | -       | -             |         |         | - 1      | 9       | -   |         |           |        | -       | -   |    |       |       | 40       |          | -       |   |  |
| 1  |       |         | -             |         |         |          | -       | -   | -       |           |        | To.     | -   | -  |       | -     |          | -        |         | - |  |
| munications E. F. G. G.  | 11111 | -       | -             | -       | -       | 74       | -       | -   | 8       | 57        |        | -       |     | -  | -     |       | +        | +        | -       | - |  |
| 3 8  |       |         |               |         |         | -        |         | - 4 | - 3     |           |        |         |     |    | -     |       | -        | +        | -       | - |  |
| 16 S   | 1111  |         |               | Ť       |         | -        | -       | -   | -       |           |        | -       |     |    | -     | -     | -        | +        | +       | - |  |
| ring<br>ring<br>ring   |       |         | $\rightarrow$ |         | -4      | -        | 101     |     |         |           |        |         |     |    | -     |       |          |          | -       | - |  |
| 5624   |       |         |               |         |         |          |         |     |         |           |        | -       |     |    | 1     | -     |          | +        | +       | - |  |
| Public Unitines & Communications<br>Manufacturing<br>Merchandising<br>Banks, Insurance and Investments |       |         |               |         |         |          | -       | -1  |         |           |        |         |     |    | 1     | 1     |          |          | -       | - |  |
| Pub<br>Me<br>Bon   | HH    | 1       |               |         |         | -        |         | ν.  |         | 1         |        |         | 1   |    |       | 1     |          |          |         |   |  |
| 4 a U G  |       |         |               |         | -       | -        | 4       | 74  |         |           |        |         | 1   |    |       | 1     |          |          |         |   |  |
| 4 80 0 0   |       | Y       | 28            | ¥       | 10      | 7        | 0       | Y   | 9       | 10        | y.     | -       | ,   |    |       |       | y-       | 0        |         | - |  |
|  | 1     | 10 - 22 | 20 30         | 10 - 10 | 26 - 36 | 11 - 119 | 00 - KI | 5   | 18 - 18 | 255 - 575 | 176 5X | 35 = 13 | 1 m | 1  |       | 1 0 1 | 80 m 950 | 1,18 150 | 00 m 10 |   |  |
|  | - 2   |         | 8             |         | 8       |          | 1       | 19  | 2       | 9         | 20     | - 5     | 1   |    |       |       |          |          |         |   |  |
|  |       |         |               |         |         |          |         |     |         | -         |        |         | 1 " |    |       |       |          |          |         | - |  |

#### In which of these

#### 3 activities does YOUR

#### **FUTURE** lie?



#### RESEARCH AND DEVELOPMENT.

Projects of the engineers and scientists in this area at Hughes encompass practically every known field of electronics—and often border on the unknown. It is this team which is responsible for the Falcon air-to-air guided missile and the Automatic Armament Control System. Some of the projects include Microwave Tubes and Antennas, Digital and Analog Computers, Ground and Airborne Radar systems, long-range highly miniaturized communications equipment, and missile systems.



#### FIELD SERVICE AND SUPPORT.

Engineers in the Field Service and Support activity are responsible for the maximum field performance of Hughes-produced military equipment. Theirs is essentially liaison work with the company, airframe manufacturers, and the armed forces. Their recommendations are often the basis for important modifications. Openings exist for Engineers assigned to airbases and airframe manufacturers, Engineering Writers, Laboratory and Classroom Instructors, and Equipment Modification Engineers.



#### MANUFACTURING AND PRODUCTION.

In this area at Hughes technical experts are responsible for the development of production techniques for the manufacture of advanced electronic equipment from the Research and Development Laboratories. Some of the open areas include Engineers for Test Equipment Design; Quality Control; and Manufacturing Processes for semiconductors, automatic controls and miniaturized electronic systems.

You will find Hughes to be unsurpassed as a firm in which to begin a successful career. Last year, in fact, 327 June and February graduates joined the Hughes staff. Since then they have been working directly with the nation's finest scientists and engineers.

Hughes is the West's leading center for advanced electronics. The company's interest in electronics spans both the military and commercial fields. Whether you choose Research and Development, Field Service and Support, or Manufacturing and Production, you will be rewarded with a top salary, a challenging future, and the ideal climate of Southern California.

If you are interested in the long-range apportunities available at Highes, contact your college or university placement office or mail a resume to us today.

Scientific Staff Relations

#### HUGHES

Research and Development Laboratories
MUGHES AIRCHAFT COMPANY
Culver City, California



SCALE MODEL, NEW LOCKHEED RESEARCH CENTER AT PALO ALTO, CALIFORNIA Here scientists and engineers are now working in modern laboratories on a number of highly significant projects.

#### LOCKHEED DEDICATES NEW RESEARCH CENTER

Scientists and engineers are now performing advanced research and development in their new Lockheed Research Center at Stanford University's Industrial Park, Palo Alto, California. In recent ceremonies marking its completion, the Research Center was dedicated to scientific progress.

First step in a \$20,000,000 expansion program, it provides the most modern facilities for scientific work related to missiles and space flight. Significant activities are already being carried on in more than 40 areas, including upper-atmosphere problems, nuclear physics, hypersonic aerodynamics, use of new and rare materials, propulsion and advanced electronics.

Lockheed's expansion program has created positions on all levels for scientists and engineers in virtually every field of missile technology. Inquiries are invited from those possessing a high order of ability. Lockheed

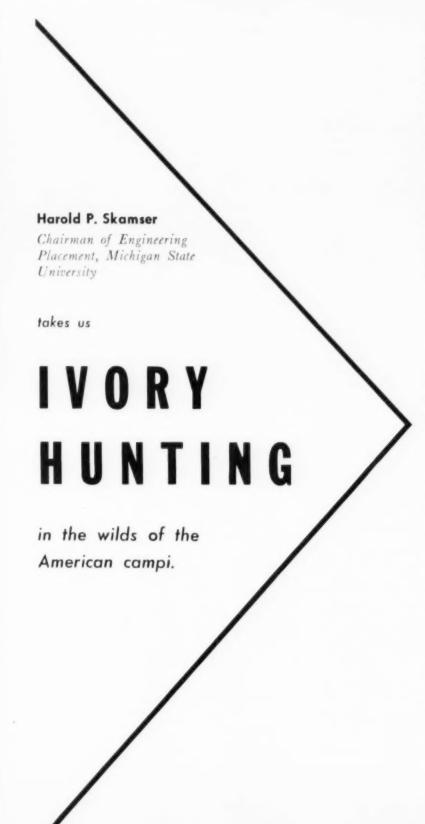
#### MISSILE SYSTEMS DIVISION

research and engineering staff

LOCKHEED AIRCRAFT CORPORATION

VAN NUYS PALO ALTO SUNNYVALE

CALIFORNIA



N recent years the number of companies sending recruiters to a campus has far exceeded the number of seniors and graduates in the engineering field. To give one illustration; by March 1, 1956 approximately seven hundred groups sent representatives to interview seniors at Michigan State University. The great majority of these companies and organizations were interested in interviewing engineers and technical people. For the last several years, the number of engineering graduates per twelve month period has been on the order of two hundred. In one recent year, recruiters who visited the campus were trying to fill seventeen thousand jobs. It is estimated that the number of engineers needed each year will continue to grow until 1970, when the total number in the country should reach eight hundred thousand as compared with approximately five hundred thousand at the present time.

Each year companies are coming earlier, and each year they are offering higher salaries. More steps are being taken to reach the students, and to interest them in the opportunities offered by the company. In spite of this, many students never become aware of some of the excellent opportunities offered by less-well-known, and smaller companies.

Even under present conditions, some of the "big name" groups and the "glamour" industries, or those with wellknown consumer products have had good "turnouts" for interviews. Others with equal, or better opportunities have found very few students on their interview schedules. Students are so busy trying to keep up with their courses that they must limit the number of interviews to a few companies which interest them for some specific reason.

A year or so ago we figured that, if every senior engineer would take five interviews and distribute these interviews so that every company got an equal share, there would be two students on each interview schedule. The situation is worse now as far as recruiters are concerned. It will be another year or two before graduating classes really begin to jump in size. Even then, we anticipate that the competition for graduates will still be keen. These observations are a result of a number of years of experience with placement, seniors and recruiters.

The means of getting more students interested in taking a look at the splendid opportunities offered by less well-known companies, are suggested in the

following paragraphs.

The first prerequisite is that the company, or organization seeking talent, must make itself known to the average engineering student. The following suggestions for making your opportunities known to senior engineers, are presented here for your consideration.

 Regular visits to the campus, both fall and spring to interview December and March (or fall semester) graduates as well as the spring class. College Placement Bureaus can handle job requisitions

by mail too.

"Confabs" with the faculty, at a coffee break, or in the engineering buildings, or at lunch or dinner.

 Widespreadsummeremployment of faculty, and students who have one, two, or three years of engineering education.

- Scholarships: One company interviews the five top candidates for its scholarship at the time of a regular recruiting visit and also offers summer employment to most of them.
- Institutional type advertisement in:
   a. College daily or weekly

papers for several successive issues before the interview date. Use distype play ads to arouse interest, and serve as a reminder of interview date.

b. College engineering magazines published by the students. Many of the "Big Name" companies make this their regular practice.

 College or university alumni magazines for alumni contacts and in-

quiries.

6. Posters (at least two color) which emphasize the key attractions of employment with your company, by means of symbols or other brief and graphic means. Mimeographed material is so inferior to the almost universal glossy multicolored brochures that it is scarcely read.

 Send films and visual aids (demonstration equipment) to the campus, for use in classes and engineering or technical society meetings, and for display in engineer-

ing buildings.

 Emphasize the advantages of working for a smaller company, or one of your

type.

 When visiting the campuses or placement areas or bureaus, check through the "active" alumni files which often also include the names of returning veterans.

More and more companies are offering summer work for juniors, and recently even for sophomores and freshmen. This seems to work like a trial marriage. The company and the student get to know each other and if there is a mutual attraction, a permenent affiliation is made upon graduation. If not, each goes his own way with no hard feelings and no great loss. Many companies are doing this because they wish to bring the opportunities afforded by their

company to the attention of the young man, before someone else "gets to him."

The approach which is mentioned above for making the company or organization known to the average engineering student should emphasize the most attractive features of employment with your organization. This is a seller's market and young engineers are being courted in many ways. But, very few of our students have preconceived notions of just who they want to work for. There are, however, certain factors which seem to be most influential in reaching a decision about employment.

Contrary to some beliefs, salary is not the first consideration. There are several reasons for this. First, the range of salaries is fairly narrow and consistent. Secondly, with today's graduates, other things loom larger and more important. Several surveys have been made of the engineering seniors preferences, and salary usually appears to be the fifth or sixth most important factor in choos-

ing a job.

Among the half a dozen things often mentioned as most important, by the young graduate are: (These are not in the exact order of importance, and the first two, deal with the type of work a young man is to be doing.)

 Opportunity for personal development and advancement; training programs.

- Opportunity to do creative and interesting work. (The boys think that the glamour industries such as aircraft electronics, etc. offer this.)
- Opportunity to continue with graduate work in the community or at a nearby college or university.
- 4. Location in the home area (or near the folks, or in a familiar environment for the young engineer or his wife). Quite a percentage of the (Continued on page 94)

# "How do you make ribbons out of rock?"



This question was actually asked by a little girl at a recent display of 3M products in New Jersey.

The little girl was understandably confused she was confronted by a bewildering range of products—among the most diversified in U.S. industry today.

True, we do make "Sasheen," one of the largest selling brands of colored gift wrap ribbon. We also make roofing granules derived from rock quarries in Wausau, Wisconsin, Little Rock, Arkansas and Corona, California. In between the ribbons and the rocks are a whole catalog of 3M products: "SCOTCH" Brand Pressure-Sensitive Tapes; "SCOTCH" Magnetic Recording Tape; "SCOTCHLITE" Reflective Sheeting, 3M Brand Photo-Offset Plates; "Thermo-Fax" Brand Copying Machines and Copying Paper; "3M" Brand Fluorochemicals; "3M" Brand Abrasive Products; and even some new developments we haven't as yet named. The new products cover the field from textiles to jet propulsion. But so far, we haven't found a way to make ribbons out of rocks.

Needless to say, this big diversification of products and interests all within one company spells out big opportunities. We have worthwhile openings right now in many divisions of our technical, research, sales, and staff management activities. For college graduates who are interested in going with a successful company that is still growing, these opportunities can be most attractive.

We'll be glad to send specific information on request.

Minnesota Mining and Manufacturing Co.

St. Paul 6, Minnesota



# GROWTH COMPANY IN A GROWTH INDUSTRY

With an eye to the future, Monsanto is seeking scientists and technologists for the company's expanding operations.

Monsanto is a young, ambitious, fast-growing company. We make some 500 different products for 56 different industries. Out of our research laboratories and manufacturing plants come soil conditioners, detergents, food phosphates, petroleum and rubber chemicals, textile and pharmaceutical compounds, agricultural chemicals, styrene monomer, acrylonitrile, plastics of every kind—the list is pages long and will be longer next month. Half of our sales volume derives from products not even in existence a decade ago.

Monsanto has doubled in size every 5 years since 1926, currently operating at an annual sales rate of \$400 million.

With headquarters in St. Louis, Monsanto operates 5 divisions with plants, laboratories and sales offices from coast to coast, from Canada to the Gulf of Mexico. Monsanto overseas has branches or affiliates in 11 countries.

We are seeking technically trained people who want to build their professional futures with us in Research, Development, Engineering, Production, Sales, Staff and Administration.

Where Creative Chemistry Works Wonders for You.



#### THE COMMON GROUND

continued from page 20

emphasized that the schools have done an outstanding job considering the recent heavy demand on limited facilities and personnel in some of the colleges. Where weaknesses are found they usually can be attributed to overloaded personnel or misplaced personnel in charge, i.e., the associate professor whose interests are solely academic is assigned placement responsibilities in addition to his other duties.

#### Said The Directors-

Q. When did your college start its placement program?

A. Fifteen, or one-third of the colleges replying have established placement bureaus since 1945. Six have been in existence five years or less.

Q. Approximately how many oil company interviewers visited your campus during the 1954-55

school year?

A. Of the 45 colleges replying, 11 reported 137 oil company interviewers visited their campuses in 1945. During the last school year, 1071 oil company interviewers visited 34 of the campuses. One college reported 350 oil representatives visited its campus last year, compared with 50 in 1945.

Q. Have you increased your facilities for company interviews since 1945? To what extent?

A. Forty-three colleges reported considerable expansion of placement facilities and personnel in the past 10 years. Two said no improvement has been made. One placement director said he needs to triple space and number of personnel.

On the other hand, one of the colleges has increased its personnel from 1 to 12 and has 10 times as much office space as in 1945. During the same period job listings have increased from 1 to 3000, placements have

increased from 100 to 10,000 and the number of campus interviews has increased from 1 to 250. Another college has tripled its space and expects to triple its present space and personnel within the next three years.

#### WHAT INTERVIEWERS SEEK

- 1. Grades intelligence mental alertness. (Mentioned by 26 of the 35 companies replying.)
- Personality. (15 mentions.)
- Appearance. (15 mentions.)
- Interest mental curiosity. (14 mentions.)
- 5. Maturity. (14 mentions.)
- Character Traits. (12 mentions.)
- 7. Extra-curricular activities. (8 mentions.)
- 8. Experience. (5 mentions.)
- Family Background. (4 mentions.)
- 10. ATTITUDE. (4 mentions.)

Q. Approximately how many of your students were interviewed by company representatives during 1954-55? How many were hired?

A. Thirteen colleges reported 1161 graduates were interviewed for positions in the refining industry 86 were hired; 8 colleges reported 550 graduates were interviewed for jobs in the petrochemical field 23 were hired; 11 colleges reported 482 graduates were interviewed for pipe line work 51 were hired; 20 colleges reported 1202 graduates were interviewed for jobs in exploration and production 78 were hired.

Q. Has there been a shift in emphasis in the type of student hired?

A. Forty-four colleges said "yes." One said "no," Nearly

all agreed there has been a decided increase in demand for engineers, chemists and accountants—particularly in the past five years. One college reported that in 1955, demand for engineers was 5 times the supply, scientists 10 times the supply and accountants 5 times the supply. Another college said each of its graduates in these three fields had at least 10 to 15 job offers.

Twenty colleges say there has been a corresponding increase in demand for liberal arts majors and salesmen in the past three

vears.

Q. What are the most common faults of company interviewers?

A. 1. Do not properly define qualifications for applicants in advance.

2. Do not inform the college of company decisions. (Numbers 1 and 2 were mentioned many more times than the others as the major faults).

3. Do not inform the candidate of company decisions (if not

hired).

4. Send too much promotional material to the college.

5. Do not properly announce time of arrival or departure.

 Ask the placement director to make the decision on applicants.

7. Exert pressure on the placement director to get preference in graduate selection.

8. Rude to students.

Show prejudice because of racial or religious background.

In almost every instance, placement directors emphasized that the majority of the companies are doing an exceptional job of recruiting. Several colleges mentioned that the federal government is by far the weakest of them all in recruiting practices sends too many people to interview and stays too long; too much duplication of effort.

One college mentioned that an oil company showed great interest in eight applicants, but never again contacted the students or the placement bureau.

#### 20 suggestions from placement directors to interviewers . . .

- Well in advance of campus visit, provide the College Placement Bureau with definite information concerning (a) Plans for visit and time of arrival. (b) Campus schedule (c) Number and type of graduates wanted. (d) Complete description of job openings, including type of work, location, salary and advancement possibilities. (e) Plans for faculty conferences. (f) Number and names of representatives who will visit the campus. (g) Handling of applications forms in advance of arrival. (These points were mentioned by 26 of the 45 colleges replying.)
- 2. Make all arrangements for campus vints at least one month in advance. Some colleges requested three to aix months notice. (21 mentions.)
- 3. Notely student promptly on decision. Send duplicates of correspondence to the Placement Bureau. (21 mentions.)
- 4. Provide well qualified interviewers who: (a) Know and like their work.

  (b) Have full understanding of college-age people (r) Are well informed about job openings. (d) Are familiar with all phases of their company's operations. (e) Know how to conduct interviews. [17 mentions.]
- 5. At least two works in advance of visit, send factual company literature and brochures in quantities that meet the situation. Not as numerous or voluminum as to require an excessive amount of space for display, and reading time on the part of the student. (12 mentions.)

- 6. Organize program with one central office for entire company and subsidiaries, rather than on departmental or inter-company basis. 112 mentions.)

  Note Colleges fail to realize that the oil industry is highly specialized that refining, production, exploration, pipe lines are separate industries. An experienced refinery engineer sould handly be expected to interview candidates for the production districts.
- 7. Interviews arrive on time and stay strictly within their schedule—with no last minute changes. (10 mentions.)
- 8. Conduct all business in a direct manner both with the Placement Bureau and the students—using no unethical tactics. See Code of Ethics for Interviewing Procedures, 1942 Issue of Journal of Engineering Education. (8 mentions.)
- 9. Keep in mind that successful recruting is almost always tied in with good faculty relationships. Keep in personal contact with Placement Bureaus and college departments during the off season. (4 mentions.)
- 10. After interviews return to the Placement Office for discussion of candidates before leaving. (4 mentions.)
- 11. Do not ask Placement Directors to make decisions on candidates.
- 12. Understand the limitations of placement facilities and do not ask the impossible.

- 13. Arrange for students to make plant visits during class breaks and holidays.
- 14. Arrange campus recruiting program for June seniors and interview between February and April.
- 15. College interviewers should familiarize themselves with degrees offered by any given school before writing for interview arrangements.
- 16. Interviewers should give sufficient weight to part-time work and extracurricular activities which might have a tendency to lower grade point averages.
- 17. Courtesy should be shown to the "average" candidate as well as the outstanding one. He should also be given the same type of interview.
- 18. The ideal interviewing group consists of one technical man and one personnel man.
- 19. The college interviewer program should be flexible enough to fit into any campus situation.
- 20. Interviewers should be thoroughly conversant with company arrangements with the Placement Bureau.

#### 20 suggestions from interviewers to placement directors . . .

- 1. Interviewing mains should be private and of adequate size. (This point was mentioned by 24 of the 35 companies ceplying.)
- 2. Provide complete records and background information on students to be interviewed. (15 mentions.)
- 3. Keep an orderly appointment schedule (10 mentions.)
- 4. Maintain a staff large enough to coordinate visit details with department heads and to meet interviewer needs before, during and after the interviews. (8 mentions.)
- 5. Provide for conferences with professors regarding job candidates. (6 mentions.)
- 6. Provide a good placement library with an adequate reading room. The library should have various job opportunities cross referenced by industry, jub locations, job ritle and degree requirements.

- 7. Have a well-coordinated communications system to insure student notification of company visit, and type of interview. (5 mentions.)
- 8. Placement bulletin boards should be well organized and of sufficient size to clearly show all company announcements of campus interviews. (4 mentions.)
- 9. Furnish information in advance about meals, lodging, parking and campus geography. (3 mentions.)
- 10. See that students fill our application forms before interviewer arrives on the campus. (3 mentions.)
- 11. Closer contact between department heads and Placement Bureaus regarding industry requirements.
- 12. Proper indoctrination of students as in correct interview practices.
- 13. Some pre-screening of candidatesif possible.

- 14. Require students who sign up for interviews to keep appointments.
- 15. Make provisions for the interviewers to visit the various departments.
- 16. Notify the company if no one is available for interviews.
- 17. Keep an impartial attitude toward companies when referring students for jobs.
- 18. Provide facilities for meetings with the faculty.
- 19. Help the recruiters contact memhers of the faculty, and make necessary arrangements for lunch on campus.
- 20. Provide advisory and counseling services for the student so he will know the companies that offer him the kind of future he seeks.

## Why Not Set Your Sights High?

We Have

This ad is directed to the graduate who doesn't want to be just another engineer.

It is pointed toward the man who thinks as we do . . . that our field of electronic research is virtually unlimited, and that we accept the challenge to lead the way in exploring its many unknown facets.

Our idealism has served us well. It has been the driving force behind our spectacular growth in such diversified fields as: automation . . . airborne fire control systems . . . missile systems analog computers . . . radar beacons . . . magnetic amplifiers . . . electronics . . . servo-mechanisms.

We are now seeking like-minded engineers who will join us in continuing our policy of dynamic leadership.

To arrange an interview appointment with an AVION representative . . . or for full details about AVION's career opportunities, write Technical Employment Department.

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## BURROUGHS CORPORATION

## offers a promising future to top men



#### Who we are

The Burroughs Corporation is a worldwide leader in the manufacture of business machines, electronic

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#### Whom we are interested in

SALES REPRESENTATIVES! Men with a good educational background in almost any field are eligible for consideration for a special and interesting kind of sales career with us. The Burroughs man analyzes before he recommends. He is not preoccupied with the selling of business equipment as such, but with the particular need of his clients. His ideas for helping them come first. The business equipment simply implements those ideas,

Upon completion of his training program, the sales representative will work in his own exclusive territory helping executives solve their figuring, accounting and systems problems. ENGINEERS! From research to mechanical, electrical to chemical. Fresh skills, new talents in research, development, design, production, and test engineering will help build and operate multi-sized computers and many other complex figuring machines, and perform the hundreds of engineering tasks involved in an organization of Burroughs' scope.

FINANCE AND ACCOUNTING! Excellent opportunities available for graduates interested in Corporate Accounting, Financial Planning and Control, Distribution Cost Accounting and Analysis, Manufacturing Accounting, General Auditing, and Methods and Procedures.

#### What we offer

Promotion from within. Plenty of opportunity for advancement. Good salaries, sick benefits, group and liberal benefits.

family hospitalization, retirement plan, and other liberal benefits.

#### Where we are

Burroughs manufacturing, research, and sales facilities are global in range, including plants in Windsor, Ontario, London and Strathleven, Great Britain, and Paris, France, Here are our U.S. locations:

Home Office: Detroit, Michigan Research Center: Paoli, Pennsylvania

Manufacturing Plants: Burroughs Corporation, Detroit and Plymouth, Michigan

ElectroData Division, Pasadena, California Control Instrument Company, Brooklyn, N. Y. Electronic Instruments Division, Philadelphia, Pa. Electronic Tube Division, Plainfield, N. J. The Todd Company, Inc., Rochester, N. Y.

Branch Sales and Service Offices in principal cities throughout the United States.

#### How we can serve you

Representatives of the Burroughs Corporation periodically visit college campuses for interviews. For information regarding the date of their next visit to your college, so you can inform interested men, just write Personnel Division, Burroughs Corporation,

6071 Second Avenue, Detroit 32, Michigan. Or call the employment officer of our branch, plant or subsidiary nearest you. We will welcome further inquiry regarding the several types of career opportunities that are now available at Burroughs.



## Experiences of individual placement offices bear out the national trend toward greater demand and higher salaries

The American Institute of Chemical Engineers will make available on November 1 its 1956-57 edition of "Chemical Engineering Faculties." Copies may be obtained without charge from the Executive Secretary of the Institute at 25 W. 45th St., New York 36, N. Y.

The publication lists the faculty members at each school where degrees in chemical engineering are granted as well as the placement officers of such schools. Other information concerns the number of degrees granted in chemical engineering during the previous year, whether or not the school is accredited and the name of the official to whom the department reports.

Viva Armstrong, assistant secretary and personnel manager in the San Francisco office of the California Packing Corporation is the new president of the International Association of Personnel Women.

The first woman to hold the post of assistant secretary with Calpak, Miss Armstrong's duties include all employment and placement, welfare, and personnel research.

No stranger to the Western College Placement Association, Miss Armstrong is a director and public relations chairman of WCPA. A past president of the Bay Area Personnel Women's Association, she is also a member of the California Personnel Management Association and the Public Relations Society of America.

James W. Cottrell has been named by Reynolds Metals Company as recruiting manager for

J. W. Cottrell

its general sales division. He will have charge of recruitment, selection and placement of personnel for the aluminum firm's sales organization.

Cottrell, 35, was formerly personnel administrator for the sales division. He resides at 3807 Norbourne Boulevard, Louisville.

"The aluminum industry has a special personnel problem," he said. "It has expanded so rapidly that we face a serious shortage of technically-trained people. Service to the customer is becoming increasingly vital to any sales organization, and we are in constant need of more technical personnel to render these services."

Women have a much better chance than ever to become business or financial executives, according to Dr. G. Rowland Collins, dean of New York University's Graduate School of Business Administration.

"Opportunities for women to climb the managerial ladder are no longer confined to personnel administration, economic research, and creative advertising," Dean Collins asserts. "Today competent women administrators are appearing in almost every business field. And business is judging its female employees in terms of competence and personality. It is promoting its women employees according to merit."

Women graduates of the NYU business school, Dean Collins points out, are attaining executive positions in many fields, including banking, accounting, marketing, investment analysis, government, and management. Some of the posts now held by

alumnae include those of senior accountant, assistant vice president of a savings bank, comptroller, security analyst, federal reserve bank economist, assistant to the vice president of a large corporation, junior partner in an investment house, credit manager, executive with the United States Department of State, editor, personnel director, and senior partner of an accounting firm.

Consolidation of all placement activities at the Massachusetts Institute of Technology in a single placement office has been announced by Admiral Edward L. Cochrane, vice-president for industrial and governmental relations at M.I.T.

Dr. James G. Kelso, formerly associate placement officer, has been appointed placement officer in charge of the new office.

Mrs. Evelyn B. Yates has been named associate placement officer, and Mrs. Mary D. Howe assistant placement officer. Mrs. Yates and Mrs. Howe had been alumni placement officer and assistant alumni placement officer respectively.

"The purpose of the consolidated office," said Admiral Cochrane, "is to give better continuity, from graduation to retirement, to our services in placement planning for M.I.T. men."

Student and alumni placement at M.I.T. were formerly conducted in two separate offices under the direction of the late Nathaniel McL. Sage, who until his death last May had served as both placement officer and director of the office of sponsored research at M.I.T.

A graduate of Dartmouth, Dr. Kelso took his A.M. and Ph.D. degrees at Harvard University. He has been associate placement officer at M.I.T. since January 1955 and a member of the M.I.T. faculty since 1948. He will continue to do some teaching in the Department of Humanities where he holds the rank of assistant professor.

More graduating students at Michigan State University this past year were interviewed for more jobs with higher starting salaries than ever before in the university's history.

This was the report of Jack Breslin, director of M.S.U.'s Placement Bureau.

A total of 3,773 job offers were made as the result of 8,186 interviews by employers, compared to 2,478 offers in 1954-55 and 6,409 interviews.

Breslin reported that 947 employers from 27 states sought M.S.U. graduates through the Placement Bureau, compared to 569 employers a year ago.

The prospect of military service did not hamper job-seeking men graduates. Ninety-one per cent of employers said they employ men who expect to go into the armed services.

The majority of job openings were in large companies (1,000 to 25,000 employees) which sent approximately three times as many recruiters to the campus as small concerns.

Average starting salaries for the year 1955-56 were as follows, with the 1954-55 starting salaries in parentheses: Veterinary Medicine, \$6,033 (\$4,750); Engineering, \$4,867 (\$4,476); Science and Arts, \$4,596 (\$4,310); Agriculture, \$4,373 (\$4,224), Business and Public Service, \$4,344 (\$4,025); Communication Arts, \$4,120, (no figure available for previous year); Education, \$4,058 (\$3,643); Home Economics, \$3,646 (\$3,552).

The engineering colleges of the United States have experienced a net loss of three per cent of their professors to industry within a two-year period—and this at a time when the engineering colleges need 1,300 more teachers to carry the 1956-57 load.

This serious situation was reported to the American Society for Engineering Education by an industry committee headed by A. R. Hellwarth, Assistant to Director of Employment, The Detroit Edison Company.

The committee, acting under the Relations with Industry Division of the ASEE, reported a net two-year loss of three professors in each hundred from campuses to industrial employers, with higher salaries being the major lure. During the two-year period more than 750 left engineering faculties for industry, but 500 left industry for teaching positions. The 150 colleges and universities accredited by the Engineers' Council for Professional Development covered by the industry committee's survey reported a gain in teaching strength from 8,000 to 8,400 during the period in

#### The Appointment Bureau

Women's Educational and Industrial Union

264 BOYLSTON STREET BOSTON, MASS.

A unique Boston organization established 1877

Proneeren in the placement of college women.

Added in establishing placement departments in colleges across the country.

Performs continued cooperation to college placement officers who seek, for their graduates, interesting opportunities in New England. Positions in business, education, home economics, and the sciences for trainee or top executive.

> Occupational Information and counseling available

Open Door to Professional Growth at Humble

AT HUMBLE, engineers who are making careers for themselves are growing while doing. Absorbed today with problems of petroleum supply to meet an ever-increasing demand, they still find time to develop new techniques for tomorrow.

Here the young engineer has the advantage of being teamed with more experienced engineers. Together they explore the known and the unknown . . . they challenge the future.

The young engineer is given every opportunity to learn both on the job and in the classroom. Lecturers and conference leaders are selected from acknowledged authorities in the universities and in the industry. Still another avenue of self-improvement is through membership in professional societies, which Humble encourages.

Thus the engineer at Humble finds continuing opportunity to expand both his theoretical and practical knowledge . . . to add to his professional stature and to achieve the recognition he deserves.

At Humble the doors are open for professional growth and advancement.

> For further details write Head, Personnel Division Humble Oil & Refining Co. P. O. Box 2180, Houston 1, Texas

HUMBLE OIL & REFINING COMPANY

#### QUICK FACTS ABOUT THE HUMBLE COMPANY

Area of Operations:

Wells drilled annually: Crude Oil Production: Refining Capacity: Retail Sales: Humble Pipe Line Co.:

Texas, New Mexico, Florida, Alabama, Georgia, Mississippi, Louisiana, California, Washington, Mississippi, Loui Arizona, Oregon

900-1000

Averages 350,000 barrels daily

280,000 barrels daily.

Toxas and New Mexico. Leading Texas marketer. Operates crude oil and products pipe fines in Texas, transports an average of about 750,000 barrels daily.



Refiners and Marketers of

Esso Extra

Gasoline

spite of losses to industrial em-The 1,300 present ployers. shortage would require the engagement of 15 additional professors or instructors for every 100 now reaching.

Engineering technician enrollments and graduates for 1955-56 show an increase over the previous year, but fall far short of present needs.

The Technical Institute Division of the American Society for Engineering Education made that announcement in releasing its annual survey of engineering technician enrollments and grad-Hares

Enrollments in full-time programs, explained Karl O. Werwath, President of the Milwaukee School of Engineering and chairman of the ASEE's Division, numbered 32,664 during the year just ended, up 12 per cent from the year before. There were an estimated 11,403 graduates from full-time technical institute programs this compared with 10,515 last year.

Enrollments in part-time programs were 32,058 this year, up 14 per cent, and graduates from those programs were estimated

at 3,911.

The figures, covering 148

schools, were assembled by Professor Donald C. Metz, director of the Technical Institute at the University of Dayton and chairman of manpower studies for the ASEE's Technical Institute Division

"It is currently estimated," Professor Metz said in making his report, "that the annual demand for engineering technicians is approximately 40,000 to 50,000 nearly five times the number graduating from fulltime programs this year.

"To meet this demand for graduates, enrollments would have to increase to between 150,000 and 200,000. If this need is to be met, a great increase in the number and quality of schools is required," Professor Metz declared.

The national shortage of engineers is commonly attributed to the disinterest of high school students who shun the rigors of higher technical education. Now another cause for the shortage has been found at the other end of the ladder.

A survey by Carnegie Institute of Technology revealed that a majority of science and engineer alumni are functioning in the

higher echelons of administration and management.

Questionnaires were sent to some 18,000 alumni now residing in all the United States and many foreign countries.

Roughly two thirds, or 11,500, of the alumni hold bachelor, master or doctoral degrees in engineering or science but only 2,391, one-fourth of those holding such degrees, listed their occupation as engineer.

Opportunities for employment plus starting salaries for June graduates of the University of Wisconsin School of Commerce were at an all-time high, Prof. E. B. Peterson, assistant director of the commerce placement bureau reports.

Commerce graduates this year were offered \$350 to \$450 per month, he said. Six years ago the average starting salary was \$225 a month while 30 years ago students were lucky to find a job offering a monthly salary of \$100 to \$125.

This year more than 200 business and industrial companies and various governmental agencies came directly to the School of Commerce to recruit employees.

#### REGIONAL ASSOCIATIONS

continued from page 68

#### Sunday, October 14, 1956

2:00 P.M. Executive Board Meeting.

4:00-11:00 P.M. Registration.

6:00-7:30 P.M. Dinner. 8:30 P.M. Open House.

#### Monday, October 15, 1956

9:00 A.M.-12:00 noon Registra-FIOD:

9:15 A.M. Combined Group Meeting.

9:30 A.M. Group Discussion. Leaders Meeting with Miss Mitchell and Mr. Kirkwood.

10:00-11:45 A.M. Group Discussions.

12:15 P.M. Luncheon Meeting. Speaker: Charles B. Wade, Ir. R. J. Reynolds Tobacco Co. Topic: "College Recruiting" 1:30 P.M. Tours.

5:30 P.M. Informal Social Hr.

6:45 P.M. Dinner.

Speaker: Louis P. Shannon Manager, Extension Division Public Relations Department E. I. duPont Company 9:00 P.M. Dance.

Tuesday, October 16, 1956

9:30 A.M. Group Discussion Summaries.

11:00 A.M. Separate Business Meetings and Elections of Officers for 1956-57.

12:30 P.M. Luncheon.

Speaker: H. F. Dunning. Vice President of Manufacturing, Scott Paper Company. Topic: "A Look at Tomorrow"

Afternoon. Free for relaxation and recreation.

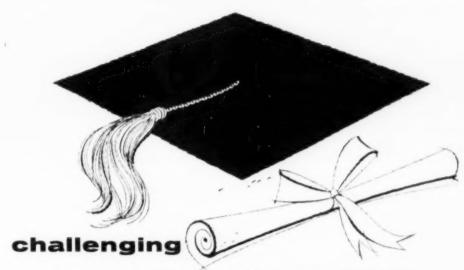
7:00 P.M. Conference Banquet. Speaker: Mr. Fred Ajax

Georgia Institute of Technology Topic: "A Conference Summary"

#### Wednesday, October 17, 1956

7:00-9:30 A.M. Breakfast.

(Continued on page 102)



## careers for your graduates ...at CRUCIBLE

None of the exciting technical promises for the future can come true without parallel developments in many fields. And the field of *special steels* is especially important—for almost everything that's made is either *made* of or *made* by a special steel.

Crucible is the nation's foremost producer of special steels, including tool and high speed, alloy and stainless, magnet and spring, and many, many others. Also, through its affiliates, Crucible produces titanium products and vacuum-melted alloys—products whose modern applications have only scratched the surface.

Crucible is a fully-integrated company, owning its own sources of coal and ore, river transportation and production equipment—as well as one of the finest national distribution systems in the industry.

A career at Crucible is a challenge. May we talk it over with your graduates? August A. Marquer, Jr., Company Supervisor of Employment, Crucible Steel Company of America, P. O. Box 88, Pittsburgh 30, Pa.

CRUCIBLE has immediate openings for permanent positions in Research and Development . . . Production . . . Sales . . . Accounting for:

Metallurgists
Industrial Engineers
Mechanical Engineers

Accountants
Business Administration Graduates
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**Electrical Engineers** 

CRUCIBLE

first name in special purpose steels

**Crucible Steel Company of America** 

#### IVORY HUNTING

graduating engineers are married. Many seniors also look with favor on areas noted for their attractive climate, such as the Pacific Coast or the Southwest, or areas having other features that are attractive to them. Some students select the area where they want to live and then accept the best opportunity there. Therefore, it is wise for a company to list all of its plant and office locations in preinterview literature, at least by major areas.

 Previous employment with a company, or in a line of work offered by the comcontinued from page 82

pany, or a chance to do something in the line of his own special interest.

- 6. Salary: Students want at least the going rate and are sometimes tempted by differentials of \$25 \$50 or more per month. But they generally are more interested in the long range salary advantages. (Overtime, or forty-four to forty-five hour weeks make starting salaries more attractive in some industries.)
- 7. Security and fringe benefits.
- Students want to talk to a man with experience in the line of work they might be employed in. Many of

them come away from interviews very dissatisfied when a personnel man can tell them very little or nothing of the exact nature of the work they would be doing.

In the midwinter of 1955-1956, the going rate for students with a Bachelor's degree and no experience was in the \$400 a month range; for a Master's degree, \$450 plus a month, and for a Ph.D. from \$600 a month and up. Salaries more than \$15 to \$25 below the going rate result in difficulties in securing men; and according to a national survey, a high turnover rate in the first few years. In companies and industries with a starting salary comparably above the going rate, the turnover is generally considerable below the national average.

#### LETTERS TO THE EDITOR

continued from page eight

to minimize the time taken or not take it at all if he has no sufficient interest in an organization. This attitude also applies to plant visits.

There are many other items, I am sure, which could be incorporated under the general title of ethics for students. If industry and the colleges could agree, perhaps recruiting procedures would be developed to a real degree of sanity and be more efficient and effective for both the students and industry.

Very rruly yours,

D. E. Irvin, Manager

Great Lakes Region Engineering Recruiting Engineering Personnel Service General Electric Co.

#### Requesting Back Issues

Newark, N.J.

SIL

Our firm is undertaking a tecruiting program for the first time this year. It has been brought to our attention that while we have not been subscribers to the JOURNAL we could profit from the many articles which have appeared in recent years by purchasing back copies.

Will you advise us whether back issues would be available to us and over what period the material therein might be of value.

We would also like to be advised as to the cost of separate copies of these back issues.

D.H.P.

Copies of all back issues of the JOURNAL are not available but those not out of print may be obtained at \$1.00 each on request. Single copies of issues published after July 1, 1956 are sold at \$1.50 each.

In general, issues between 1950 and 1956 will be of most value to those undertaking new programs at the present time. A report on availability of specific issues may be had for the asking.

#### Corporate Ethics

Los Angeles, Calif.

Sir

Volume after volume has been written about the "shortage of engineers," but let me assure you that this is not a report of the same old story.

It does concern engineers. It does concern anyone given the responsibility of procuring the necessary manpower to operate a business. It does concern businessmen as well as John "O" Public.

It appears that everyone is aware of the shortage of engineers, and some farsighted, intelligent individuals are making efforts to increase the number of engineers through such programs as:

Better education and interest of the high school student

Scientific fairs and exhibits

Scholarships and foundation grants

SINCE 1872



## Offers Nation-Wide Opportunities

for your graduates and alumni in

- retailing
- mail order
- merchandising

- marketing
- accounting
- advertising

- finance
- operating

Today many opportunities are available within Ward's expanding organization for your Seniors in the diversified fields related to merchandising. The policy of promoting employees from within the Company presents a challenge to young men with ability and ambition.

Retail Store Manager Trainees have the opportunity to progress to Store Manager of one of the 568 Retail outlets. Mail Order Trainees receive training in one of nine principal cities throughout the United States. Additional opportunities exist in the Chicago Home Office and New York Buying Office.

For more information about Montgomery Ward's training program and employment possibilities for your graduates, write Mr. A. D. Eastman, Vice President and Personnel Director, 619 W. Chicago Avenue, Chicago 7, Illinois.

Summer employment

Higher salaries to attract and retain more qualified educators.

I firmly believe that from the receiving end, we in the personnel profession also have a great responsibility.

Like many other personnel managers, each year I find myself talking with hundreds of college students and with each year, and especially this year of 1956. I find myself ashamed of, and frustrated with fellow members representing the personnel profession. Why???

From my personnel studies at the University of Illinois and some ten years of personnel experience, I have been attempting to follow the principles of the definition of "Personnel Management" and nowhere in that definition have I found the words:

Proselyte Tax the public
Mislead Reduce profits
Confuse Lose contracts
Spiral costs Cost plus

Yet, I am afraid many men of business and my personnel colleagues of today, make no bones about proselyting engineers through various means, the dollar sign being the most common means. They look a bright young college student in the eye and offer him a salary of \$450 to \$500 to start. Remember this is a young man with nothing more than an aptitude to learn and the "potential" to become an engineer. He is not an en-They mislead him by forgetting to tell him that he may not get a salary raise for one or two years to make up for the high starting salary forget to tell him that in reality he will be of little value to the firm for at least a year forget to tell him that his starting salary will affect everyone in the firm from janitor to the President, because, unless a proportionate salary increase is granted to everyone else in the firm, salary problems will prevail heavily. I need not elaborate on this point to anyone that has read past the first chapter of any Personnel Management book, yet today the average starting salary for college engineers probably will be \$450 unless persons with a responsible view of the student, business, and our great country stop those that can be charged with the above listed words.

How can a firm grant a 15 or 20% salary increase that will be required without reducing the already small profit picture? Without losing contracts due to the high overhead costs? Without passing these high costs on to the consumer? Those firms with government cost plus contracts possibly forget that our country's economy has already reached a precarious position with its false basis, and certainly does not need this additional factor added to its burden.

How can you, the Personnel Manager responsible for salary administration and the growth of employees and the company, look your boss in the eye and say "this is my recommendation"? My boss, would not be too surprised if I told him that Fluor will have to pay \$450 to \$500 to obtain qualified, inexperienced college engineers. Yet he is willing to take that recommendation only because he trusts in me the responsibility of making sound personnel recommendations. I could easily make that recommendation, but I would not be able to ever have a clear conscience again. I know that for my company and country to continue to progress, and in order to build a sound economy, I have to take the hard way convince the operating department managers and supervisors that we will remain calm and grant equitable compensation and humane consideration to all of our employees and not

insult their sense of intelligence with false measures. As Personnel Manager, please review the fundamentals of our profession and scan through a good book on Economics. Then let's all pull together and continue to raise the level of our work in the eyes of everyone rather than push it back to the "back slapping" stage.

To you college recruiters—If you are not responsible for recommending and setting company policy, then I realize that you "take orders." But remember if you plan a career in personnel, you have a lot at stake. Guide the student, present honest facts, be fair and know that when a student accepts your offer, if he later leaves your firm, it is not due to the false facts presented in your first meeting with him.

To you "valuable" college engineers—I need not elaborate to you the values that must be constantly before you. You represent the future of our country. Don't take it lightly and don't let free cocktail party, plant tour, expense check, high salary, etc., detract your eyes from the solid facts of life. Ask questions, weigh the answers carefully, make a decision, then work hard at making your place in the firm.

My letter is in essence merely a plea to go back to our historic American philosophy of being a great nation through a combination of honesty, intelligence, and common understanding.

> H. R. Mocnik, Personnel Administrator The Fluor Corp., Ltd.

#### Information on Resumes

Northfield, Vt.

Sir:

Because the enclosed copy of information on Resumes has received favorable comment

## just a reminder

our opportunities are

not seasonal.

KROGER PERSONNEL MAN-

AGERS, headquartered in major cities of the mid-west, continue throughout the year our search for executive talent. We will always appreciate your help in meeting graduates, alumni and veterans who are eager for a career with a future.

Kroger FOR CAREERS

THE KROGER CO., GENERAL OFFICES
35 EAST 7th ST., CINCINNATI 1, OHIO

#### **Engineers:**

# Honeywell offers the diversity to realize your goals

As the world's leading maker of controls of all types, Honeywell promises an explorative fascinating future in a variety of challenging fields.

More than 12,000 different Honeywell controls give you an idea of the vast range within which a Honeywell engineer can build a highly rewarding career.

For the aviation industry, Honeywell is a major producer of automatic pilots and electronic fuel management systems, and is deeply engaged in the research and development of such advance control concepts as inertial guidance systems for aircraft and missiles. Honeywell is also the world's largest producer of power transistors.

Bold advancements in ordnance are also a vital part of Honeywell's many contributions to the nation's defense. Revolutionary developments in missiles, turret controls, stabilizing platforms, firing systems, navigation, fuzes and munitions have been made by Honeywell—and still more intriguing projects are forthcoming.

Honeywell temperature control systems are universally accepted as the finest for homes, buildings, trains, buses, and ships. For industry, Honeywell produces the electronic instruments, recorders and controllers basic to automation.

If you're interested in a career with Honeywell, see the Honeywell representative on his next visit to your campus, or send your résumé to H. T. Eckstrom, Personnel Administrator, Dept. JCP, 2753—4th Avenue, S., Minneapolis 8, Minnesota. If you would like more information about engineering opportunities at Honeywell, ask for our free booklet, "Your Curve of Opportunity."

#### From Thermostats . . .



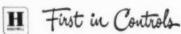
The Honeywell Round—first entirely new thermostar design in 25 years; one of many advanced temperature controls being developed by Honeywell to meet increasing demands for better heating and cooling.

#### to inertial guidance . . .



First man-made satellite will be launched by the U. S. in 1957. It will be directed into its orbit by an ultra-sensitive inertial guidance system developed and manufactured by Honeywell.

#### Honeywell



112 SALES OFFICES ACROSS THE NATION

Honeywell divisions offer you many localities to live in—Minneapolis, Minn.—Aeronautical, Heating and Air Conditioning Controls, Ordnance, Machine Controls Divisions; and Corporate Research Center; Wabash, Indiana—Heating and Air Conditioning Controls Divisions; Chicago—Heating and Air Conditioning Controls Division; Philadelphia—Industrial and Valve Divisions; Freeport and Warren, Illinois—Micro Switch Division; Los Angeles—Aeronautical, Appliance Controls Division and Ordnance; Denver, Colorado—Heiland Division; Boston—Doelcam and Transistor Divisions; St. Petersburg, Florida—Aeronautical; Toronto—Canadian Division.

from several sources, it may be of interest to you.

Norwich University is a military college. All our men are in ROTC. It is probable that all colleges having ROTC units find that these men, with some time facing them as a young officer in the Armed Forces, do not take proper advantage of placement service. It was to lighten the task of communicating with these young men when their return to civilian life became imminent that prompted me to combine on one mimeographed sheet all the good ideas I had gleaned from many sources. If it is of any use to you, or through your magazine to other placement offices, you are welcome to it.

Sincerely yours,

(Mrs.) Zylpha C. Allen Placement Director Norwich University

Your RESUME plays a very important part in looking for work. It should contain all the information you can give a prospective employer about yourself-education, work experience, hobbies, aptitudes, and your goal for the furure. Such a RESUME may well take considerable time, effort and thought, for with a short accompanying letter—it can be sent to all potential employers. Both RESUME and letter should be as neat and perfect as possible. In the letter, explain why you are qualified for the job, and how you feel you can be of service to that Company. Your RESUME should contain:

PERSONAL DATA: Your name, age, height, weight, condition of health, dependents, religious preference, home or business address.

EDUCATION: Your major in High School and College, mentioning any special course of study that fits the job for which you are applying.

EXTRA-CURRICULAR ACTIVITIES: In some cases these are as important as your academic record. Include Scouting, Church work, etc. Big companies, like General Electric, say this is an important indication of your value to them.

WORK EXPERIENCE: This may consist of summer work only. A potential employer will like an accurate account of this work, and a reference from your employer. It shows your "attitude towards work."

SERVICE EXPERIENCE: Write up your work in the Service assignment by assignment in such a way that shows how it may apply to civilian employment. A letter from a recent Commanding Officer in very important.

REFERENCES: For references you may use a former employer, a recent commanding officer and your Placement Office. (We have references from your professors on file from your Senior year.)

WHEN: When will you be able to go to work?

SALARY: How much salary do you expect?
This is a tricky question. You may write
OPEN as the answer—or that "Starting
Salary" is not as important to me as
opportunity for advancement." At an
interview, counter with "What is youn
going wage—for this type of work?"

GOAL: Whatever you want to do —Management executive, Public Relations, Advertising Manager—you probably won't start there. This paragraph gives you an opportunity to tell what you hope eventually to do, and that you will be glad of any work that will give you experience along these lines.

PHOTO: A small, inexpensive photo (but a good likeness) should be attached to your resume. A prospective employer likes to see you, and it also makes a more lasting impression of you in his mind.

In telling your friends or relatives about your need for work supplying them a RESUME gives them a way of presenting your qualifications in a business like manner. This RESUME, with a personal word of praise, may be very effective.

#### WHAT IS A "GOOD RISK?"

continued from page 54

is for this reason that most companies will not offer employment to the married man before meeting and evaluating the wife. Wives should take some training in foreign language and should study about the various areas of the world so that they will understand better the adjustments which her family will have to make.

Of interest to college graduates seeking employment because executives consider it so very important is the ability to use the English language welloral and written. Fifty per cent consider it "important." All want an employee who can express himself correctly, convincingly, and with ease. They want men who can write clearly, concisely, and forcefully—and men who can write good business reports.

A knowledge of a foreign language is a tremendous asset; it is a necessity if the employee is going abroad. Some companies consider this language ability of such importance that they take their top executives from their important posts and send them to school for a sixweek intensive course in Spanish, Portuguese, or French, investing thousands of dollars which they feel will be returned many times as the language-trained executive enters his post in a foreign country.

Previous work experience is not considered too important. Nor is too much attention given to the marital status of the candidate. Religion and nationality of the college graduate is a deciding factor in rare instances only.

Granting the importance of the factors of education, training, and experience, often the interviewer makes his decision on the basis of "qualities of character." Seventy-five per cent consider qualities of character of "major importance"; the remaining twenty-five per cent consider them "important." Many college men have degrees, possess the social graces, speak and write adequately. The competition among these men is terrific. But often those who are selected for the job they really want are selected because they have a surplus of "qualities of character." They possess sound judgment, leadership, industriousness, drive, emotional maturity, a sense of humor, react well to supervision and have the ability to meet people easily.

It is the possession of many of these factors which spells success for many college graduates. Dr. Mearl R. Guthrie of Bowling Green University wrote in an article published in the fournal of Applied Psychology for April, 1956:

"Numerous studies have shown that the personal traits of employees are considered to be a very important factor by wellinformed employers. Research reveals that undesirable personal characteristics are the most common reason for the failure of office workers to be promoted."

It would be fair to paraphrase Dr. Guthrie's potent observation by changing his last sentence to read: Research reveals that undesirable personal characteristics are the most common reason for the failure of college graduates to get the job they really want.

#### COLLEGE RECRUITMENT

continued from page 17

established by the colleges with which the company chooses to work. If the company's standards are not in accord with those of a particular college or the desired results fail to materialize after every reasonable business-like effort has been made at the college, then it is better to drop it and turn to another where efforts may be more fruitful without endangering either the reputation of the company or the recruiting program in general.

The recruiting program should be consistent with the code of ethics which was developed by the Committee on Ethics of Interviewing Procedures of the American Society for Engineering Education and endorsed by the Engineers' Council for Professional Development.

Thus, I believe it is apparent that recruiting practices have a marked influence on the public and personnal relations of a business. However, they have an even more direct effect on the future success of the company; they determine the kind of people who will become the company's future leaders.

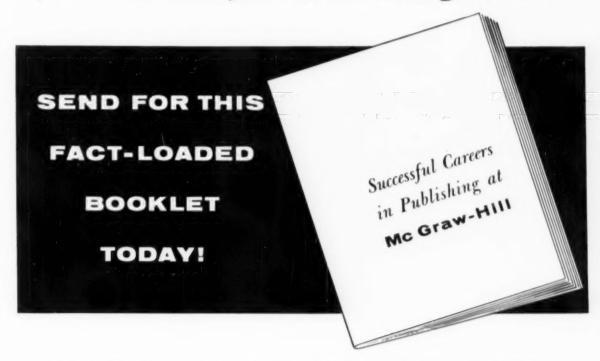
It is only reasonable to assume that the caliber of the management trainees who are recruited from our colleges and universities will strongly reflect the caliber of the program used to recruit them. Thus the company with dubious recruiting methods may find that it appeals most strongly to the type of person it is least anxious to attract. The potential value of its college-trained men to any company and the responsibilities of a company to its people are far too great to permit any but the most honest, straight-forward recruiting principles and methods consistent with sound business management.

As we all know, a company is continually under the scrutiny of the public, and the public's opinion, of it is the result of action of the individuals connected with the company as well as the general manner and atmosphere in which the company operates. As you know, many things color public opinion the tone of a company's advertising, the letters that are written, the way the telephone operator answers the phone, the manner in which salesman are received by the company's purchasing department, the relationships existing with the suppliers of its raw materials, the quality and the price of its products, how representatives of the company conduct themselves under any given set of circumstances, the acceptance by its people of community citizenship responsibilities, and others too numerous to mention all create an image of the company. But in any case, it comes right back to one thing to the people—the right kind of people.

In the Armstrong Cork Company, we clearly recognize that our competitors can have the same sort of bricks, mortar, and machinery that we have and many can obtain the same type of equity capital. But, in our opinion, the major difference is the kind of people we make an effort to employ people of integrity, with a natural curiosity coupled with a healthy sense of humility and an honest respect for the dignity of the human individual. And I am confident that the management of most companies have this same philosophy. Only the people in a company will make good or poor public relations. Only the people will spell the difference between corporate failure, mediocrity or success.

A sound college recruiting program is essential to get and hold the people a company must have to assure its future successes. If a company cannot attract these people, then it has no foundation on which to build good public relations. Thus, I submit, that sound college recruitment will not only aid—it will in fact, determine the kind of public and personnel relations your company will have.

## How To "Write Your Own Ticket" for a Successful Advertising Career



If you're looking for a career in advertising, this booklet may be the key for you. It tells you of the many opportunities for college men at McGraw-Hill-today's largest publisher of business and technical publications and the third largest publishing organization in the country.

When you read this booklet, you'll learn about the on-the-job training McGraw-Hill offers you, including a thorough course in selling and actual work in one or more closely related departments. Following this training period, you will be in line for assignment to a sales division or to a specific publication either in New York or in one of McGraw-Hill's 15 District Offices.

During your sales training, you will be paid on a straight salary basis. This booklet tells you how

future income and future growth with McGraw-Hill depend on your own initiative and effort . how you can "write your own ticket" to one of the most rewarding and interesting careers open to college men today.

Send for "Successful Careers" today. See the facts about the many sales and editorial opportunities with McGraw-Hill-the qualifications we are looking for-details about our training programs. And see who and what McGraw-Hill is-its history, future, organization, products and facilities, personnel policies and philosophy.

People are the mainstay of our business. We're looking for new talents—new ideas. We want people who will grow with us. See from this booklet if we're looking for YOU.

Editorial Opportunities, too!

McGraw-Hill publishes 36 business publications, both domestic and international. Excellent opportunities exist here for men with editorial ambitions and abilities.

For your copy of "Successful Careers," write George Pomeroy, Director of Sales Training

 $Mc\ Graw ext{-}Hill$ 

PUBLISHING COMPANY, INC.



330 West 42nd Street, New York 36, N. Y.



#### REGIONAL ASSOCIATIONS

continued from page 92

#### Interview Form Surveyed

The active members of the Midwest College Placement Association attending the Annual Meeting at Carleton College, Northfield, Minnesota, in May, 1985, voted unanimously to adopt the College Interview Form and start using it for the school year 1985-1986.

J. D. Snider, President of the Association, asked that a survey of the active members be conducted to determine just how widely the form is being used. A questionnaire was mailed to all of the 125 active members of the Association on February 6, 1956, and replies were received from 103 of the members, representing 77 colleges and universities.

Fifty-one of those replying, or 49.5%, indicated that they were using the form. This represents 40 colleges and universities. Thirty-two of those replying, or 31.1%, indicated that they ex-

pect to use the form at a later date. They represent 31 colleges and universities. Fourteen of those replying, representing 14 schools or 13.6%, indicated that they do not plan to use the form. Four of these are working for schools where another person is using the form. Six replies (5.8%) came from individuals who had not seen the form. These individuals were new members or people who were missed when copies of the College Interview Form and Committee Report were mailed to all members last summer.

#### RMA Program Announced

The 10th Annual Conference of the Rocky Mountain Association will be held October 26 and 27 at the Union Memorial Center of the University of Colorado at Boulder.

The first general session will be concerned with the prospects for providing well-trained graduates in the next five years while at luncheon a discussion of student attitudes will be held. Group sessions and social activities will also be planned the first day.

On Saturday, October 27, the opening general session will deal with the subject, "Placement Possibilities for Liberal Arts Graduates." Business, industrial, and governmental representatives will then hold their own session to discuss "From the Recruiter's Point of View."

Placement Officers will also hold their meeting on Saturday with a report of the international meeting held in Bethlehem in June and a consideration of the proposed new constitution. A business meeting will follow.

The final session will be devoted to the question, "What are the Graduates Offered gold, glitter, or goop?"

Salary statistics of the Association's placement bureaus will be distributed at the close of the Saturday session.

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This form has been adopted by the Midwest College Placement Association

Form SICPA-L

## The Second Printing

of

The Eighth Edition

of

## The College Blue Book

THE STANDARD WORK OF REFERENCE OF HIGHER and SECONDARY EDUCATION
IN THE UNITED STATES OF AMERICA

is scheduled for delivery in early November, 1956

THE NEXT EDITION WILL BE PUBLISHED IN 1959

This is the first time in the history of the College Blue Book that a reprint was necessary to fill the demand.

#### The reason:

The most complete compilation of data concerning higher education in the United States of America ever published.

708 Pages - 8½ x 11 - Cloth Bound Price \$12.00 (\$11.00 cash-with-order)

### The College Blue Book

P. O. Box 311

Yonkers, N.Y.

#### PLACEMENT BE-ATTITUDES

continued from page 12

and statistics at the applicant until it is small wonder he often cannot distinguish one organizarion from another.

#### 4. College Placement Offices

Here, naturally enough, is where the student receives the most specific and direct orientation to his future career. Parental pride, classmate prejudice, the printed picture with its flattering caption, all fade into minor influences compared to this on-the-spot counseling. Based as it must be on familiarity with reams of the aforementioned company literature, on acquaintanceship with the hundreds of industry representatives that flock to the campus on recruiting trips, the judgment and hence the attitude of the placement personnel have a marked effect on those who seek their help.

With all these influences bearing in on the prospective job applicant, where lies the responsibility for correction of that attitude of "phony vanity" which Mr. Cominsky - along with many of the rest of usso deplores?

My answer is that the colleges themselves must start, and industry must complete, a more realistic preparation of the nontechnically trained student to the business world.

My friends in college placement tell me they get sick of the sound of their own voices raised in admonition to the liberal arts graduates, especially the young women, that they will find it tough going when they start their job hunt. It is understandable that these words, no matter how well intended, fall late into minds fixed on the crucial problems of the last spring formal and final theme papers, and lulled by the statistics of supply and demand in industry and the ever-developing opportunities of a prosperous economy. The time to start the new orientation is much earlier than the senior year, when the majority of college placement officers get into the act-much earlier even than the junior year, with only that final glorious burst of college activities ahead.

#### Start in Sophomore Year

The ideal time to start the sort of counseling so sadly needed today is in the sophomore year. With the opportunities for two summers of practical employment, for a selection of extracurricular activity on campus that can tie in with a chosen objective, the longer and therefore more personalized contact between counselor and counselee these advantages might well justify the extra work such a program calls for. (Certainly they should make apparent, for even the most doubting member of the Board of Trustees to see, the invaluable service performed by the college placement office!)

Another helpful factor here could be inclusion in the college curriculum of an elective in typing and shorthand. I have been told by seniors in some of the larger women's colleges that even if they wanted it (which, granted, few of them on their own accord ever do), such a course is impossible to obtain on campus. It makes very little sense, then, for the placement officers to urge a girl to prepare

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Almost every college degree or area of experience is adaptable and readily usable in Mutual's and United's widespread operations, And just as it says above, "you don't have to be a specialist."

Through a well-developed educational system, you have many opportunities to prepare yourself for advancement and the other rewards in a career with these companies.

For information on Home Office careers, or work in your own community, write: Mutual of Omaha and United of Omaha, 33rd and Multial or onana United or onana Farnam Streets, in Omaha, Nebraska.



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# To our Associates in the Field of College Placement

## A Progress Report on A Decade of College Recruiting

#### A LOOK AT THE RECORD

Just 17 years ago saw the inconspicuous birth of a new corporation in an abandoned factory in central Ohio. Just two rigid foundations supported the infant industry (1) a unique but undeveloped discovery fibers made of glass and (2) a small group of imaginative young men. The combination paid off for Fiberglas. From sales of \$1,000,000 from a limited number of products in 1938 to a corporation that produces a glass fiber that highlights thousands of products applications and creates net sales of approximately \$150,000,000 a year. This his been the gigantic growth of Fiberglas.

#### ABOUT THE FUTURE

And this is just the beginning of the Fiberglas growth story. Fiberglas has barely tapped its market and production potential. It's true that Fiberglas offers unlimited opportunities for your graduates in all fields of science, engineering, automation, marketing, distribution, accounting, planning and business administration. Furthermore, summer employment opportunities in research, product development and engineering will be open to both college undergraduates and faculty members. But above all we look to your graduates as opportunities for us.

#### EMPHASIS ON YOUTH

We need capable young men to meet the challenge of an unlimited industry. We need more men of the caliber who pioneered and now direct our corporation. Men, who can overcome obstacles, frequent disappointment and even a few failures. Our progress became possible through the youthful enthusiasm, determination, zest for getting things done and capacity for long hours and hard work of the Fiberglas "young men". You can give us more such men. You've done it in the past decade.

In our 10 years of organized recruiting, some 600 inexperienced college graduates have been brought into the Fiberglas organization. Many of these are already in a position of major responsibility, and contributing further to the progress of our business. It was through your aid that we met these men.

A decade of recruiting experience shows clearly that our country's colleges and universities and their placement officers have played, and will continue to play, a major role in the growth and expansion of the Owens-Corning Fiberglas Corporation. We are happy to have this opportunity to express our thanks.

herself for the cold plunge into business life if she has to use valuable summer time and extra funds to do so.

Greater familiarity with nearby companies would enable the counselors to speak with authority on opportunities, working conditions, and personnel of those particular outfits. I understand some concerns invite a group of placement directors in their vicinity to visit them, all expenses paid, for an informal indoctrination in their policies and procedures. Whether chrough firsthand observation such as this, or only by way of more careful reading of the descriptive literature, the better-informed the college adviser, the more intelligent and helpful advising can be do.

Following his remark quoted earlier, Mr. Wright goes on to say. "If we are forced by this competitive situation to overemphasize the selling part of recruiting, when (the college graduates) get into the organization we certainly owe it to them to sit down quietly and calmly and tell them that the obligation for their development rests with them, and that the number one thing for them to do in their development is, first and foremost, and as the foundation, to deliver a good day's work for a good day's pay, and that their development comes on top of that and not instead of it.

#### **Abbott Cites Example**

In the March, 1956, issue of the Journal of College Placement, H. Paul Abbott's fine article on "The Common Denominator of Success" describes the "young man of pleasing personality with genuine ability, well educated and apparently ambitious. His mentors have great hopes for him. At early age he appears to be a man destined for great things. At the outset all seems to go so well, but sooner or later. and apparently without good reason, he fails - personality, ability, good education and ambition nothwithstanding!"

"What is missing?" asks Mr. Abbott, then goes on through a consideration of that young man's attitudes on the job and his company's responsibility in developing them in such a way as to make him realize the glowing potential with which he started.

"Attitudes can make all the difference in the world so far as success is concerned," concludes Mr. Abbott. "Are we in training doing what we should to impress this fact upon those who aspire to tomorrow's management? In our training let us put attitude development first, ahead of the dissemination of knowledge and the refinement of skills. out of the file case histories of those who have succeeded or failed in the past. It is easy to point out that the common denominator of their success or failure lies in attitudes - attitudes toward the job, country, economy, community, church, family, company, fellow workers and

In the Journal's May issue of this year, Robert N. Sears tells of one oil company's part in preparing young men for careers in that field through such devices as graduate fellowships, summer employment and work periods alternated with classroom study. retaining of college professors on practical assignments, tours through the plants for high school and college students, and many other farsighted techniques necessary to fill the 2,000 separate job classification in the petroleum industry.

"A college cannot hope to prepare a man for any one specific job," Mr. Sears states. "It is the amount of knowledge they acquire after their formal academic education which really determines how far they will go in their chosen vocation.

"Training after college is therefore another important phase of industry's part in the education and preparation of men for careers."

Such thinking on the part of industry leaders may develop

some drastic changes in training programs and orientation techniques. It seems to me, however, there is equal opportunity for improvement in the earlier contacts between representatives of business and the young hopefuls on campus—that is, in the recruiting stage.

#### **Emphasize What We Expect**

I'd like to see and hear less emphasis on what we in industry can offer the applicant and more on what we expect of him; fewer dressed-up presentations of all our fine wares and more frequent recourse to those platitudes of reality that are as applicable today as they were in the era of the Founding Fathers. Most of us have heard them ourselves from Grandfathers when we were Very Young; we tend to forget that the Very Young of Today look to us however much we may resent this implication of our own aging status to provide them with equally sound secrets of success.

It is with the most fervent emphasis that I come back now to my opening proposition. If there were to be blazoned over the entrance to every college placement office a set of formulae on the attitudes of all persons; beautiful or otherwise; student, placement officer, or company representative, who cross that portal, they might include such statements as these:

Blessed is the student who registers here early; for he shall have ample time to change his course

Blessed are the meek; for theirs is ultimately the red carpet and the silver water decanter

Blessed are they who counsel; for their words shall fall on fallow ground to produce greater glory for the Alumni Association

Blessed are the company recruiters; for their job will have been done for them by all the above.

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- (3) Metallurgical laboratories-testing, quality control, customer service.
- (4) Bearing manufacture-design, production, quality control methods.
- (5) Bearing application engineering—industrial, automotive, railway, agricultural, aircraft and many other fields.
- (6) Rock Bit manufacture-design, forging and heat treatment.
- (7) Sales engineering—development work in every field where Timken® steel, bearings and rock bits are used.

If your graduates want the chance to do important work in an important industry; the chance to advance as far as their ability permits; the chance to learn under a training program that fits the training to the man – right on the job – then tell them about The Timken Roller Bearing Company.

It is the Timken Company's aim to continue to make the best bearings, the best steel, the best rock bits with the best people working under the best conditions.

For more information about the Timken Company, its training program and the employment possibilities for your students, write for your free copy of the booklet, "Career Opportunities at the Timken Company." The Timken Roller Bearing Company, Dept. JC, Canton 6, Ohio.



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#### The Annual Listing of

## PLACEMENT OFFICES

#### of the United States for 1956-57

The following listings include those institutions which responded to either of two inquiries circulated by the College Placement Publications Council this summer. Colleges and unviersities having placement offices but finding no listings are urged to provide this information to the JOURNAL promptly so that the proper individuals may be added to this official list and kept informed of activities.

#### Alabama

ALABAMA POLYTECHNIC INSTITUTE, Auburn W. S. Farley, Manager, Graduate Placement Office. Interviews: October 10-December 7, January 14-March 8, April 1-May 24, June 24-August 16. Avoid: Saturdays and holidays.

Jacksonville State Teachers College, Jacksonsville — Miss Virginia Bannister, Director of Placement Bureau. Avoid: May 20-June 11, July 20 September 30

STATE TEACHERS COLLEGE, Florence
— W. T. McElheny, Director,
Placement Service. Interviews:
(January Graduates) November
1-January 25. Avoid: November
28-December 3 and December
19-January 6; (May Graduates) March 15-May 27. Avoid:
March 20 March 25; (July
Graduates) March 15-July 26.
Avoid: March 20 March 25 and
July 4.

TUSKEGEE INSTITUTE, Tuskegee Institute J. J. Flood, Personnel Director. Interviews: January 1-May 1. Avoid: April 1-April 15. University of Alabama, University - Dr. Hubert E. Mate, Assistant Dean and Director, Arts and Sciences Placement Bureau; Dr. Burton R. Morley, Director, Bureau of Personnel & Placement, School of Commerce & Business Administration; F. L. Temple, Chairman, Teacher Placement Bureau; Howard H. Meigs, Director, Engineering Placement Bureau; E. Neige Todhunter, Dean, School of Home Economics; Henry A. Leslie, Director of Placement, Law School; Miss Florence A. Hixson, Dean, School of Nursing. Interviews: Begin September 24. Avoid: November 19 November 23, December 15 January 6, January 19 February 6, March 23-April 3, May 24 June 16, and Saturdays.

#### Arizona

ARIZONA STATE COLLEGE, Tempe Dr. Robert F. Menke, Director of Placement.

University of Arizona, Tucson Dr. T. C. Johnston, Director of Placement; J. M. Rhodes, Student Placement Assistant, Interviews: October 1-April 17. Avoid: November 12, 21-25, December 19-January 6, January 18-31, February 22.

#### Arkansas

AGRICULTURAL, MECHANICAL AND NORMAL COLLEGE, Pine Bluff H. G. Barnett, Director, Bureau of Placement and Follow-up. Interviews: Open continuously. Avoid: August 15 September 1.

ARKANSAS COLLEGE, Batesville Roberta T. Dorr, Director, Placement Bureau. Inte vs. September 17-May 17. A /oid: December 14-January 2, January 19 February 1, March 27-April 2.

Arkansas Polytechnic College, Russellville John E. Tucker, Director, Student Affairs. Interviews: February 1 May 15. Avoid: March 15, April 18-23, May 7.

Arkansas State Teachers Col-Lege, Conway — H. B. Hardy, Jr., Director of Placement. Avoid: September 10-12, November 1-2, November 12-17, November 29-30, December 19 January 2, January 21-29, March 25-30, April 19-22, May 27 June 1.

UNIVERSITY OF ARKANSAS, Fayetteville L. D. Trager, Placement Director. Interviews: October 22-November 20, November 26-December 20, February 5-April 5. Avoid: November 21-24 and the week of November 12.

#### California

California Institute of Technology, Pasadena Dr. Donald S. Clark, Director of Placements; Mrs. Janet R. Patterson, Assistant to the Director of Placements. Interviews: B.S., M.S., Engr. degree men only after January 7; Ph. D. degree men after October 15. Avoid: November 22, 23, December 10 January 6, March 11–27.

CHAPMAN COLLEGE, Orange Emery E. Owens, Director of Placement. Interviews: Febru-

- ary 4-June 14. Avoid: April 12-22.
- Chico State College, Chico Lawrence T. Crawford, Placement Director; Mrs. Marjorie Roberts, Placement Secretary. Interviews: Scheduled on request. Avoid: November 22–24, December 22–January 7, January 25– February 4, April 14–21.
- CLAREMONT MEN'S COLLEGE, Claremont—Stanton P. Welsh, Director of Placement; Dorothy B. Cochran, Assistant Director of Placement. Interviews: October 22 November 20, November 26 December 14, January 7-May 20.
- College of the Pacific, Stockton Mrs. Pearl Piper, Teacher Placement; Elliott J. Taylor, Director of Placement. Avoid: November 22-25, December 16 January 2, January 21 February 4, February 12-22, April 14-22, May 30 to end of semester.
- FRESNO STATE COLLEGE, Fresno-J. W. Canfield, Placement Director, Mrs. Gean Howard, Placement Supervisor. Interviews: October and March, Avoid: September 24, November 12, November 22-23, December 20 January 1, January 28-February 1, February 4-13, April 15-21, May 30, June 6-12, June 14.
- Golden Gate College, San Francisco Miss Lillian G. Scott, Placement Director. Avoid: April and first two weeks in May.
- HUMBOLDT STATE COLLEGE, Arcata Albert W. Blood, Placement Officer; Mrs. Mary Lou Humphrey, Placement Secretary. Interviews: September 10-May 15. Avoid: December 20-January 30, April 13-22, and usual holidays.
- Long Beach State College, Long Beach Miss Jane Thompson, Placement Officer. Interviews: February to June. Avoid: February 22, March 24 April 1, May 30, June 4-7.
- Los Angeles State College, Los Angeles Interviews: November 15, January 15, February 15, May 30.

- LOYOLA UNIVERSITY OF LOS ANGELES, LOS Angeles—Priscilla C. Ewing, Placement Counselor. Interviews: Close October 15 for Fall Semester and January 15 for Spring Semester. Avoid: October 29 November 9, November 22-23, December 17-January 2, January 18-25, February 18-22, March 25-April 5, April 19-24, May 13-17.
- Occidental College, Los Angeles
  Tom Norden, Director of Vocational Guidance and Placement.
  Interviews: February 18-April 10 (Best), January 8-18, April 25-May 15 (Possibiles). Avoid: January 19-February 17, April 13-20.
- Pasadena City College, Pasadena Milton C. Mohs, Dean of Placement. Avoid November 22– 23, December 19–January 1, April 15–April 19.
- GEORGE PEPPERDINE COLLEGE, Los Angeles J. D. Fenn, Director of Placement; Mrs. Evelyn L. Emmert, Placement Secretary (for appointments for recruitment interviews). Interviews: Will make arrangements to suit recruiters if sufficient notice is given.
- Pomona College, Claremont Mrs. Ruth Mather, Placement Secretary. Interviews: October 1-June 1. Avoid: November 21-26, December 15-January 3, January 26-February 13, April 6-15.
- San Francisco State College, San Francisco—Dr. Paul N. Woolf, Placement Officer. Interviews: All through the academic year, with peaks in November, April and May. Avoid: Beginning about December 15 and ending in early January, end of May and beginning of June.
- STANFORD UNIVERSITY, Stanford—Eugene W. Dils, Director; R. C. Beverstock, Associate Director, Business and Technical Placement. Interviews: September 27-November 30, January 7-March 8, April 3-May 31. Avoid: November 22-25, January 17-18, February 22, April 19-21.

- University of California, Berkeley — Miss Vera L. Christie, Manager, Bureau of Occupations. Interviews: October 15 June. Avoid: December 14 February 11.
- University of California, Davis J. Price Gittinger, Manager; Mrs. Marian W. King, Assistant to Manager. Interviews: September 24 May 22. Avoid: November 22-26, December 17-January 2, January 11 February 6, April 18-22, after May 22.
- University of California, Los Angeles John W. Adams, Manager, Bureau of Occupations. Interviews: October 15-19, October 26, 29, 31; November 9, 19, 20; December 3, 4, 6, 7, 10-14; January 2-11; February 11-12, 20, 21; March 5, 8, 15, 25, 28, 29; April 1, 3-17, 22-30; May 1-17, Avoid: January 14-23, May 24-June 4.
- University of San Francisco, San Francisco Joan K. Downey, Director of Placement.
- University of Santa Clara, Santa Clara—Mrs. Helen E. Ferris, Placement Officer. Interviews: October 29-April 30. Will accept a few companies during May if this is the only time they plan to be in the area. Avoid: October 31-November 2, November 28-December 8, December 19-January 3, January 21-February 5, February 22, March 11-15, April 18-22, April 25-May 1, May 8, May 30.
- University of Southern Cali-FORNIA, Los Angeles Mrs. Florence B. Watt, Director, Vocational Placement Bureau; Miss Clarion Modell, Administrative Assistant and Counselor in Charge of Executive Placement; Mrs. Pat Yost, Placement Counselor for Technical Career Men and Women; Miss Betty Jean Belger, Placement Counselor for Nontechnical Career Men and Women; Mrs. Joni Wing, Placement Counselor for Student Aid. Avoid: September 3, November 22-24, December 19 January 2, January

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- 21 30, April 15-20, May 30, June 3-12, July 4.
- Westmont College, Santa Barbara

  -Miss Rosella Wilson, Placement Secretary. Interviews: February 1 May 20. Avoid: December 14 January 3, April 13-23.
- WHITTIER COLLEGE, Whittier—Interviews: From late October to first week of December, first two weeks in January ending January 15, last week of February to first part of April (Easter Vacation), then continue until mid-May.

#### Colorado

- Colorado A and M College, Fort Collins—Lyle N. Slonecker, Director of Placement. Interviews: November 15-March 11. Avoid: November 21-23, December 10-31. Have only June graduates so limit company interviews to one visit per year.
- COLORADO COLLEGE, Colorado Springs H. E. Mathias, In Charge of Placement, Interviews: Beginning September 24. Avoid; November 21–25, December 19 January 7, March 27 April 8, May 27 June 4.
- COLORADO SCHOOL OF MINES, Golden Wm. V. Burger, Dean of Students and Registrar. Interviews: October 22 April 30. Avoid: November 22 25, December 22 January 6, January 18– 28, April 18–21.
- REGIS COLLEGE, Denver Fred R. Van Valkenburg, Director of Placement. Interviews: October 10 May 29. Avoid: December 8-January 4, January 25 February 1, April 17-24.
- UNIVERSITY OF COLORADO, Boulder
  —Willard Edwards, Director of
  Placement.
- University of Denver, Denver John Rupp, Assistant Director of Placements; Harold A. Jones, Assistant to the Director of Placements. Interviews: Will not close until and unless all dates filled. Avoid: December 3-January 5, March 11-23.

WESTERN STATE COLLEGE OF COLORADO, Gunnison Rial R. Lake, Director, Public Information and Services. Interviews: March through mid-May, mid-June through July. Avoid: Fridays, Saturdays, Sundays.

#### Connecticut

- CONNECTICUT COLLEGE, New London Miss L. Alice Ramsay, Personnel Director; Miss Averill L. Grippin, Assistant to Personnel Director. Interviews: January 6 March 22. Prefer Mondays through Thursdays; Fridays if necessary. Avoid: January 14 February 3,
- FAIRFIELD UNIVERSITY, Fairfield F. W. Tartaro, Placement Director. Interviews: January 4-May 10. Avoid: January 18-February 4, February 22, March 27, April 17-29.
- HILLYER COLLEGE, Hartford Dr.
  Edward A. Wicas, Director of
  Student Personnel; Franklin
  Ashley, Assistant Director of
  Student Personnel. Interviews:
  February 4-May 24. Avoid:
  February 22, April 13-21.
- St. Joseph College, West Hartford - Mrs. Alice M. Kelley, Placement Director. Interviews: January 15-April 15. Avoid: Saturdays, February 22, 25-March 1.
- TRINITY COLLEGE, Hartford—John F. Butler, Director of Placement. Interviews: January 31-May 10. Avoid: March 20-April 1, April 18-19.
- UNIVERSITY OF BRIDGEPORT, Bridgeport—Frank S. Wright, Director of Placement; Mildred Ferrera, Assistant Director of Placement; Martina Gilbert, Director of Teacher Placement. Interviews: September 17–May 20. Avoid: November 21–26, December 19–January 2, January 17–30, February 20–27, April 13–22.
- University of Connecticut, Storis

  J. E. Powers, Placement Officer.
  Interviews: November 5-16,

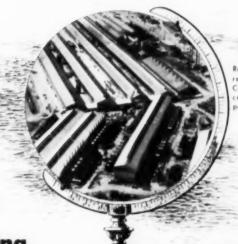
- November 29-December 15, January 8-11, February 7-April 12, April 25-May 17. Avoid: February 12 and 22.
- Wesleyan University, Middletown Baxter Patrick, Director of Senior Placement; Mrs. Esther V. Bartman, Secretary. Interviews: November 5-9, November 12-15, November 19-21, November 26-30, December 3-14, January 7-18, February 7-28, March 5-12, March 14-29, April 15-30.
- YALE UNIVERSITY, New Haven— Stuart H. Clement, Supervisor Senior Placement. Interviews: December 3-May 17.

#### Delaware

University of Delaware, Newark
—Mrs. Geraldine M. Wyatt, Director, Placement Office. Interviews: January Graduates: October 15-January 11; Advanced
Degree Students: October 15May 17; June Graduates: November 29-May 17. Avoid November 21-26, December 19-January
3, January 12-29, March 23April 1, all Saturdays.

#### District of Columbia

- The American University, Washington—Mrs. Eloise Nelson Magaw, Director of Placement and Assistant Professor. Interviews: September 15–June 1. Avoid: November 12, November 29–30, December 24–January 5, February 22, April 13–22, May 30.
- The Catholic University of America, Washington Martin E. Casey, Director of Placement. Interviews: November 7-December 14, February 4-March 29. Avoid: November 12, November 21-23, February 22, March 7-8.
- GEORGETOWN UNIVERSITY, Washington—Mrs. Estill M. Guinane, Director of Placement; Mrs. Mildred A. Monagan, Assistant Director. Interviews: January 3 April 16. Avoid January 21–February 1, February 22.
- Howard University, Washington Interviews: October May 1.



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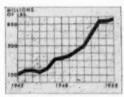


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Avoid: November 12, November 22-24, December 20 January 2, January 19 February 6, February 22, March 1, April 18-23.

THE GEORGE WASHINGTON UNI-VERSITY, Washington Patricia F. Coulter, Student Placement Officer, Interviews: September 24 January 16, February 4 May 15, Avoid: December 20 January 2, January 21-29.

#### Florida

FLORIDA SOUTHERS COLLEGE, Lakeland - Ernest A. Lilley; Ludd M. Spivey. Interviews: January-August.

ROLLINS COLLEGE, Winter Park Dr. Melvin L. Greenhut, Director of Placement. Interviews: September 28- June 6. Avoid: November 21-26, December 14- January 7, March 20-26.

University of Florida, Gainesville Maurice E. Mayberry, University Placement Officer. Interviews: October 8 January 11, February 6 May 17, June 19-August 5. Avoid November 2-3, November 21-26, December 19 January 3, April 18-23, July 4, Saturdays.

UNIVERSITY OF MIAMI, Coral Gables
John R. Schopman, Acting
Director of Placement Service.
Interviews: End of October to
middle of May. Avoid: November 19-23, December 7, 13, 14,
December 21-31, January 1-4,
January 21-31, February 1-11,
February 18-19, March 7-8,
March 21-22, April 12-23.

#### Georgia

EMORY UNIVERSITY, Emory University F. D. Whisonant, Graduate Placement Officer. Avoid: October 15-18, November 21-26, December 10-31, March 11-24.

GEORGIA INSTITUTE OF TECHNOLOGY, Atlanta Dean Fred W. Ajax, Placement Director. Interviews Begin in January. Avoid March 18-28.

MERCER UNIVERSITY, Macon-Richard C. Burts, Jr., Dean of Men; Louise Brown, Dean of Women. Interviews: November 1-May 15. Avoid: November 22-23, December 12-January 3, March 12-26.

Tiff College, Forsyth Starr Miller, Dean. Interviews: March 18-June 1.

University of Georgia, Athens—Miss Anne Seawell, Director of Placement and Student Aid. Interviews: October 8-December 8, January 7-March 12, March 27-May 31.

#### Idaho

IDAHO STATE COLLEGE, Pocatello
C. A. Tallberg, Director of
Placement. Interviews: November 15 June 1. Avoid: December
24 January 7, April 17-23.

UNIVERSITY OF IDAHO, Moscow— Harlow H. Campbell, Director, Central Placement Service. Interviews: November 1 December 19, January 9 25, February 7 21, February 23 28, March 1 29, April 1 May 15. Avoid: Saturdays and Sundays.

#### Illinois

Bradley University, Peoria
Mis. M. Armstrong, Placement
Secretary. Interviews: Engineers
& Science majors: October January; Industrial & Public Accounting firms: March 18 March 29;
General Business Administration,
Liberal Arts, etc.: February
April. Avoid: November 21-26,
December 14 January 3. February 1-12, April 15-22.

EASTERN ILLINOIS STATE COLLEGE, Charleston Avoid: November 28 December 3, February 27— March 4, Holidays.

GREENVILLE COLLEGE, Greenville Calvin Burge, Registrar's Office. Avoid: September 10-13, November 21-26, December 19 January 3, January 21-24, April 5-16, May 27-31, June 3. ILLINOIS INSTITUTE OF TECH-NOLOGY, Chicago Earl C. Kubicek, Director of Alumni Relations & Placement. Interviews: Begin October 1. Avoid November 22-23, December 24 January 7, January 16-February 25, March 27-29, April 18-19, May 2-3, May 30, Saturdays and Holidays.

KNOX COLLEGE, Galesburg — Wilbur F. Pillsbury, Dean of Men. Interviews: January 7—May 31. Avoid: March 11–25.

LAKE FOREST COLLEGE, Lake Forest

—Thom Hine, Placement Director. Interviews: October May
15.

MILLIKIN UNIVERSITY, Decatur— Glen R. Smith, Dean, School of Business and Industry. Interviews: November 26 May 1. Avoid: December 18 January 3, January 21 February 1, April 17-24.

Monmouth College, Monmouth

Louis S. Gibb, Director of
Placement. Interviews: January
15 May 15. Avoid: January 25
February 2, March 22 April 1.

Northern Illinois State College, De Kalb — Martin H. Bartels, Director of Placement. Interviews: February 15 June 8. Avoid: April 13-22, May 30, Fridays and Saturdays.

QUINCY COLLEGE, Quincy Lucile Danker, Placement Director. Interviews: October to second week in May. Avoid: March 20-22, March 27-29, April 16-24.

ROOSEVELT UNIVERSITY, Chicago
—Arthur R. Eckberg, Director of
Placement. Interviews: November 5-June 3. Avoid: December
17-January 3, January 28-Februuary 8, April 15-20.

ROSARY COLLEGE, River Forest. Interviews: November 1 May 15. Avoid: December 21 January 7, January 18-25, April 17-25.

Southern Illinois University, Carbondale—Roye R. Bryant, Director, Placement Service. Interviews: October 22—May 10. Avoid: November 21–23, December 10 January 7, February 12, March 12–29.

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#### UNION CARBIDE

AND CARBON CORPORATION 30 East 42nd St. U. New York 17, N. Y.

- THE UNIVERSITY OF CHICAGO. Chicago Robert C. Woellner, Director; Lowell Calvin, Placement, Counselor for Men; Mrs. Myra Jones, Placement Counselor for Women. Interviews: Appointments made in advance and university will avoid scheduling on dates when students are not available.
- University of Letinois, Urbana Robert Calvert, Jr., Coordinating Placement Officer. Interviews: October 8 December 20, February 18 May 25. Avoid: November 21-26, April 16-22.
- Western Illinois State College, Macomb—John C. Roberts, Director; Mrs. Lucile Bishop, Secretary. Avoid: September 4, October 11-14, November 22-26, December 22-January 6, March 1, March 4, April 13-21, May 30, June 3, July 12, August 16, all other regular school or legal holidays.

#### Indiana

- BUTLER UNIVERSITY, Indianapolis. Avoid: November 3-10, November 21-26, December 22-January 7, January 17-25, March 25-30, April 13-22, May 28-June 7.
- Dr. Pauw University, Greencastle David W. Robinson, Assistant Dean of Students (Men), Director of Placement; Miss Lucile Schever Assistant Dean of Students (Women). Interviews: October 15 April 15. Avoid: November 20-26, December 21-January 7, January 20 February 9, March 29 April 8.
- EVANSVILLE COLLEGE, Evansville
  Dr. Robert V. Thompson,
  Placement Director. Interviews:
  November 1 May 1. Avoid: November 21 December 10, December 20 January 14, March 1 18,
  April 17 29, after May 20 on.
- FRANKLIN COLLEGE, Franklin Avoid: February 10 April 15.
- HUNTINGTON COLLEGE, Huntington Carl Zurcher, Director of Placement; Dr. Edward C. Coleson,

- Director of Teacher Education. Interviews: September 14 June 6, June 17-August 9. Avoid: November 21-25, December 19-January 2, January 21-28, April 15-22, June 3-17.
- Indiana University, Bloomington

   J. D. Snider, Director, Business
  Placement; Miss Fay Arganbright,
  Assistant Director, Teacher Placement; William Siffin, Director,
  Government Placement. Interviews: October 8 January 15,
  February 11 May 22, June 24
  August 7. Avoid: November 17–
  27, December 15 January 6,
  January 16 February 10, April
  16–25, May 23-June 23, July 4.
- Rose Polytechnic Institute, Terre Haute G. C. Zader, Director of Placement; Mrs. Margaret O'Connell, Secretary. Interviews: November 1-April 12. Avoid: November 20-27, December 17 January 9, January 21-February 11, March 15.
- TRI-STATE COLLEGE, Angola W.
  F. Thomas, Placement Director;
  Mrs. Helen Brown, Assistant
  Placement Director. Interviews:
  No closing date. Avoid: August
  10-October 12, December 1January 15, March 1-April 1,
  May 24-June 25.
- VALPARAISO UNIVERSITY, Valparaiso Interviews: November 5— December 7, February 4—April 10, April 29—May 10.
- WABASH COLLEGE, Crawfordsville

   Edward C. Gullion, Director
  of Placement. Interviews: February 7-May 20, if additional
  dates are needed-November 1-16.
  Avoid: April 6-15, May 6-7.

#### lowa

DRAKE UNIVERSITY, Des Moines
O. E. Niffenegger, Director,
Placement Services. Interviews:
October 19-May 17. Avoid:
November 20-26, December 18January 7, January 19-February
4, April 17-24, April 26-27.
Retailing Students Avoid:
November 22-January 7, Tuesdays and Thursdays.

- GRINNELL COLLEGE, Grinnell—Dr. Givens L. Thornton, Director, Placement Office. Interviews: February 5-April 20. Avoid: March 30 April 8, Saturdays.
- IOWA STATE TEACHERS COLLEGE, Cedar Falls—Dr. Raymond J. Schlicher, Director of Placement. Interviews: begin March 18. Avoid: May 27-June 10.
- Iowa Wesleyan College, Mt. Pleasant—G. B. Ferrell, Director of Placement. Avoid: December 14 January 3.
- MORNINGSIDE COLLEGE, Sioux City

  M. Tommeraasen, Head, Department of Economics and Business Administration and Dean of Men. Interviews: January-May. Avoid: Weekend of Easter vacation.
- UPPER IOWA UNIVERSITY, Fayette

  Harold I. Woolard, Dean of
  the University and Director of
  the Placement Bureau. Avoid:
  October 9–13, November 22–26,
  December 15–January 6, Holy
  Week (March).

#### Kansas

- BAKER UNIVERSITY, Baldwin—Leon A. Willgus, Director of Student Promotion and Placement. Avoid: November 20-26, December 20-January 8, January 14-29, April 18-22, after May 24.
- FORT HAYS KANSAS STATE COLLEGE, Hays—Ethel V. Artman, Executive Secretary, Placement Service Bureau. Avoid: December 19— January 3, January 21—31, April 18—23.
- Kansas State College, Manhattan Dr. Chester E. Peters, Director of Placement. Interviews: October 15-November 16, November 29-December 20, January 9-16, February 5-April 16, April 25-May 10. Avoid: November 20-27, December 22-January 8, January 14-25, April 17-24. Avoid: March 13-15 for Engineers.
- Kansas State Teachers College, Emporia — Alex A. Daughtry, Director of Field Services; Mrs.

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Philadelphia

Nina G. Fish, Assistant Director of Placement. Avoid: November 13-21, December 21 January 7, April 17-23, May 25, June 3.

Kansan State Teachers College, Pittsburg - Dr. L. L. Tracy, Director of Placement Bureau. Interviews: February 1-August 15. Avoid: March 7, April 16-24, May 18-June 6.

KANSAS WESLEYAN UNIVERSITY, Salina C. E. Taylor, Director of University Service. Avoid: March 29 April 8, April 19-26, May 22-24.

MUNICIPAL UNIVERSITY OF WICH-ITA, Wichita Mrs. Merrideth Geaham; Mrs. Jane Curry, Assistant. Interviews: October 1-May 30. Avoid: November 22-23, December 22-January 5, January 17-31, April 19-22, May 23-28.

#### Kentucky

Berea College, Berea Norris B. Woodie, Alumni Secretary; Lelia Flannery, Assistant. Avoid: December 20 January 5, April 15–20.

Centre College of Kentucky, Danville Dr. LeRoy W. Ullrich. Interviews: October 15 to end of school year. Avoid: November 21-26, December 18-January 3, January 18-24, April 18-29, May 23-29.

EASTERN KENTUCKY STATE COL-LEGE, Richmond D. J. Carty, Director of Placement Service. Interviews: October 1-August 1. Avoid: December 14 January 3, April 10-20, January 23 February 7.

University of Kentucky, Lexington Mrs. D. C. Kemper, Secretary, Placement Service. Interviews: September 24-May 27. Avoid: November 22-26, December 22-January 3, January 21-February 6, April 19-23, May 28 on.

UNIVERSITY OF LOUISVILLE, Louisville—Leonard W. Anderson, Director of University Placement Service; Stanley E. Fisher, Head Coop and Placement Department Speed Scientific School. Inter-

views: September through May. Avoid: September 17-18, November 22-25, December 19-January 1, January 26-February 5, April 14-21.

#### Louisiana

Grambling College, Grambling

– Dr. L. W. Oliver, Director of

Placement, Interviews: February

6-May 30.

NORTHWESTERN STATE COLLEGE, Natchitoches Leroy S. Miller. Interviews: Anytime until September 20.

Southeastern Louisiana College, Hammond—Dean L. E. Chandler, Director of Placement (Nonteachers); William Rigdon, Director of Teacher Training. Interviews: Best in November and April. Avoid: November 5-10, December 17-February 9, March 25-29, May 10-31.

SOUTHWESTERN LOUISIANA INSTI-TUTE, Lafayette B. H. Tobin, Director of Placement. Avoid: November 16-26, December 19-January 3, January 14-18, March 5, April 17-22, May 20-24.

Tulane University, New Orleans
— Mrs. Anna Robin, Placement
Secretary, School of Business
Administration. Interviews: October 22-March 15. Avoid: November 22-26, December 21-January 6, January 21-31.

#### Maine

BATES COLLEGE, Lewiston Dr. L. Ross Cummins, Director, Guidance and Placement Service. Interviews: February 6-May 15. Avoid: March 22 April 3.

Bowdoin College, Brunswick Samuel A. Ladd, Jr., Director of Placement. Interviews: January 7-18, February 4-March 21. Avoid: January 21-February 4.

COLBY COLLEGE, Waterville—Earle A. McKeen, Placement Director. Interviews: January 7-May 1. Avoid: January 18-29, March 21-April 3.

University of Maine, Orono— Interviews: Start December 1 and end by April 1. Avoid: December 19-January 3, January 19-February 4, March 29-April 8.

#### Maryland

GOUCHER COLLEGE, Baltimore— Dorothy Arnold, Director of Vocational Guidance. Interviews: January 7-May 1. Avoid: March 18-April 1.

Hoop College, Frederick Mary Grace Helfenstein, Director of Placement. Avoid: December 19-January 3, January 24 February 5, March 23-April 1.

JOHNS HOPKINS UNIVERSITY, Baltimore—J. Lyon Rogers, Director Placement Bureau. Interviews; Ph. D.s. November-March; Bachelors and Masters. December-March. Avoid: November 22-25, December 20-January 2, January 23-February 4, February 22, March 24-31.

LOYOLA COLLEGE, Baltimore
James F. Dougherty, S.J., Director. Interviews: February 6
May 15. Avoid: April 15-29.

MORGAN STATE COLLEGE, Baltimore

— J. Percy Bond, Director of
Admissions and Placement. Interviews: March 1–28, April 5–
May 11.

Mount St. Mary's College, Emmitsburg—Gerald C. Orosz, Director of Placement. Interviews: October-April. Avoid: December 15-January 4, January 20-February 1.

SAINT JOSEPH COLLEGE, Emmitsburg Ella Jo Chmiel, Director of Guidance & Placement. Interviews: November 1 May 15. Avoid: November 20-26, December 18-January 4, January 25-30, April 15-24.

University of Baltimore, Baltimore—Prof. John R. Spellissy, Placement Director. Interviews: February 1-May 1. Avoid: Holy Week and Easter Week.

UNIVERSITY OF MARYLAND, College Park—Lewis M. Knebel, Placement Director. Interviews: November 1 May 1. Avoid: Novem-



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ber 21-27, December 19 January 4, January 20 February 16, February 22, April 18-24.

WASHINGTON COLLEGE, Chestertown Joseph Doyle, Dean (Men), Amanda Bradley, (Women). Interviews: September 30-May 20. Avoid: November 22-26, December 15-January 3, January 26-February 11, April 12-23.

#### Massachusetts

American International College, Springfield—William W. Turner, Director of Placement; Sally Faller, Assistant; Marguerite Decker, Assistant. Interviews: February 1-April 30. Avoid: February 22, April 11-22.

Assumption College, Worcester

John P. Dufault, Placement
Officer; Rev. Louis F. Dion,
Registrar. Avoid: Week before
and after Christmas, last week of
January, first week of February,
after May 15.

Babson Institute of Business Administration, Babson Park— Everett W. Stephens, Dean of Students and Director of Placement; Elizabeth C. Kebbs, Assistant Director of Placement, Interviews: January 7-May 1. Avoid: February 22, March 23-April 8.

Boston University, Boston
Prof. Norman H. Abbott, Director, Placement Service; Emaline L. Kelley, Women's Placement; Chandler J. Blackington, Senior Placement—Men. Interviews: December 3–18, January 3–15, February 4–Match 22, April 1–May 16. Avoid: February 22, April 19.

BURDETT COLLEGE, Boston—Mrs. Lois K. Jones, Placement Director. Interviews: February Class —January: June Class March.

HOLY CROSS COLLEGE, Worcester

Frank Gallagher, Director of
Placement; Winifred K. McLaughlin, Assistant to the Dirtor of Placement. Interviews:
December 3-April 13. Avoid:
December 13-January 7, January
18-February 5, February 21-22.

EASTERN NAZARENE COLLEGE, Wollaston—J. R. Naylor, Director of Personnel Bureau. Interviews: January 8-April 30. Avoid: March 23-April 1.

EMERSON COLLEGE, Boston—Mrs. Alice C. Gallo, Placement Director.

EMMANUEL COLLEGE, Boston — Rose M. Mullin, Director of Placement. Interviews: February 1-April 30. Avoid: February 22, March 18, April 16-29.

HARVARD GRADUATE SCHOOL OF BUSINESSADMINISTRATION, Boston —D. G. Folts, Director of Placement; Mrs. Erling Auerdahl, Assistant to the Director of Placement, handling Alumni Placement. Interviews: February 4— May 3. Avoid: February 22, March 31-April 7, April 19.

HARVARD UNIVERSITY, Cambridge.

Louis L. Newby, Director,
Office of Student Placement;
David M. G. Huntington, Placement Officer. Interviews: Technical November 1-December 20;
Non-Tech & Tech-February 4-April 30. Avoid: April 1-8.

Lowell—James W. Bell, Director, Placement Bureau. Interviews: January 31-April 12. Avoid: February 4 and 22.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY, Cambridge — Dr. James G. Kelso, Placement Officer; Mrs. Evelyn B. Yates, Associate Placement Officer; Mrs. Mary D. Howe, Assistant Placement Officer. Interviews: October 15-May 20. Avoid: November 11, November 22-25, December 22-January 9, January 17-February 5, February 22, March 25-31.

MERRIMACK COLLEGE, North Andover—Simeon E. LeGendre, Jr., Placement Director. Interviews: October 1-May 20. Avoid: April 17-28.

MOUNT HOLYOKE COLLEGE, South Hadley—Helen MacM. Voorhees, Director of the Appointment Bureau. Interviews: January 1017, February 5-May 10. Avoid: December 20-January 7, January 21-February 4, March 20-April 1.

New Bedford Institute of Textiles & Technology, New Bedford—Asst. Prof. Clifford N. Beck. Avoid: December 10— January 5, January 12-February 4.

Newton College of the Sacred Heart, Newton Patricia Murray, Placement Director. Interviews: January 21-April 12. Avoid: February 7, February 22, March 20-22.

Northeastern University, Boston—Prof. Roy L. Wooldridge, Director of Co-operative Work Department and Placement. Interviews: Division A-January 29—March 29. Avoid: February 21, 22; Division B—December 10—January 18, April 9–30. Avoid: December 24, 25, January 1, 10, 11.

RACLIFFE COLLEGE, Cambridge

Mary Albro, Director of Appointment Bureau.

Simmons College, Boston-Anna M. Hanson, Director of Placement. Interviews: February 15— May 1. Avoid: February 22, March 22-April 1, April 19.

SMITH COLLEGE, Northampton—Alice Norma Davis, Director; Patricia Glass, Associate Director; Grace Farjeon, Assistant Director. Interviews: Preferred February 4-March 20. Possible January 7-April 30. Avoid: December 18-January 3, January 22-31, February 22, March 20-April 4.

STONEHILL COLLEGE, North Easton
—Herbert A. Wessling, Placement Officer. Interviews: October 1-April 30. Avoid: Christmas
Vacation and Easter Recess.

SUFFOLK UNIVERSITY, Boston— Donald P. Woodrow, Director of Placement; Lin Niemi, Assistant Director of Placement. Interviews: October 8-May 15.

TUFTS UNIVERSITY, Medford-Mrs. Viola Saltmarsh, Placement Dir-

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- ector. Interviews: January 3-April 26. Avoid: January 17-February 6, February 22, March 29 April 8.
- UNIVERSITY OF MASSACHUSETTS, Amherst - Emory E. Grayson, Director of Placement; George E. Emery, Assistant Placement Officer, Carol Burr Cornish, Placement Officer for Women; Robert J. Morrissey, Placement Officer for Men. Interviews: Beginning January 7. Avoid: January 14-29, February 22, March 20-24, April 19-23, May 20 June 2.
- WELLESLEY COLLEGE, Wellesley
  Mrs. Joan Fiss Bishop, Director
  of Placement Office. Interviews:
  January 15-May 1. Avoid: January 29-February 11, April 110.
- WHEATON COLLEGE, Norton—Ruth M. Bucknam, Placement Director. Interviews: February 4— May 10. Avoid: March 29— April 9.
- WILLIAMS COLLEGE, Williamstown
  William O. Wyckoff, Director
  of Placement. Interviews: February 11 May 3. Avoid: March
  23 April 7.
- Worcester Polytechnic Institute, Worcester Dean Ernest W. Hollows. Interviews: December 3-April 30. Avoid: December 19-January 6, January 23 February 10, March 30 April 7.

#### Michigan

- Albion College, Albion Mrs. Lynn Mallory, Placement Secretary. Interviews: January 6-May 18. Avoid: February 1-8, April 13-24.
- EASTERN MICHIGAN COLLEGE, Ypsilanti Donald M. Currie, Placement Director. Interviews: (January Grads) Begin November 15. Avoid: December 22 January 8. (June and August Grads) Begin March 25. Avoid: April 5-9.
- LAWRENCE INSTITUTE OF TECHNO-LOGY, Detroit—Wm. C. Burke, Director of Student Placement.

- Interviews: January 15-May 15. Avoid: March 18-29, April 19-23.
- MICHIGAN COLLEGE OF MINING AND TECHNOLOGY, Houghton Dr. Leo F. Duggan, Director of Placement. Interviews: January 3-March 8. Avoid: February 4-9, All Saturdays.
- MICHIGAN STATE UNIVERSITY, East Lansing Jack Breslin, Director of Placement; Walter Schroeder, Assistant Director; Robert C. Clark, Assistant Director; Jack Kinney, Placement Assistant. Interviews: October 8-December 5; January 9-March 15; April 9-June 15.
- NAZARETH COLLEGE, Nazareth Sister M. Therese, S.S.J., Acting Registrar. Interviews: October April 30. Avoid: December 19 January 6, January 21-February 1, April 17-28.
- University of Detroit, Detroit Donald C. Hunt, Director of Placement; Sidney J. Hirschfield, Assistant Director of Placement. Interviews: February 18 April 12.
- UNIVERSITY OF MICHIGAN, Ann Arbor-Dr. H. Glenn Ludlow, Director; Mildred Webber, Administrative Assistant. Interviews: (Technical Departments) October 8-November 21, November 26-December 20, February 14 April 5; (Non-Technical Departments) October 15-November 21, November 26-December 14, January 7-11, February 18-April 5, April 22 May 24.

#### Minnesota

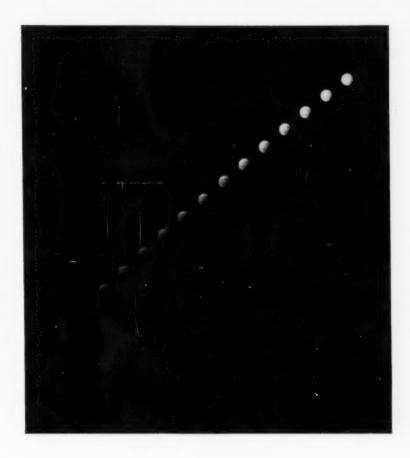
- Augsburg College, Minneapolis

   Carl R. Hammarberg, Interviews: January 3-May 18. Avoid:
  January 21-25, April 17-23.
- CARLETON COLLEGE, Northfield— Dr. Leith Shackel, Director of Placement; Jane Andrews, Assistant Director of Placement, Interviews: October 15-May. Avoid: December 19 January 9, January 25-February 3, March 21-April 2.
- College of St. Catherine, St. Paul Sister Catherine Ann,

- Placement Director. Interviews: October 1-May 15. Avoid: December 15-January 10.
- COLLEGE OF ST. TERESA, Winona Sister M. Romana, Director of Placement Services. Interviews: October 1 May 1. Avoid: December 19-January 7, January 21– 28, April 16-29.
- COLLEGE OF ST. THOMAS, St. Paul—Ray G. Mock. Interviews:
  November 2-May 17. Avoid:
  November 12, 13, 14, 22; December 12-January 4; January 28-February 2; February 12; March 7; April 1, 2, 3, and 16-25.
- Concordia College, Moorhead Carl R. Narveson. Interviews: January 7-May 25. Avoid: January 16, January 23-February 4, April 17-23, May 8, 17.
- HAMLINE UNIVERSITY, St. Paul-Elizabeth S. Sibbald, Director of Student Placement. Interviews: Begin January 3. Avoid: January 18-29, April 12-23.
- Macalester College, St. Paul-Gladys H. Reutiman, Director of Non-Teaching Placement, Interviews: November 1-May 1.
- St. John's University, Collegeville—Thomas W. McKeown, Director of Placement Service. Interviews: January 2-May 1. Avoid: January 25-31, March 21, April 13-24.
- St. Mary's College, Winona James J. Carroll, Director of Placement. Interviews: February and March. Avoid: March 11-21.
- UNIVERSITY OF MINNESOTA, Duluth—Roy N. Chelgren, Coordinator of Placement. Interviews: October 15–June 1. Avoid: December 15–January 7, March 15–April 1.

#### Mississippi

- Mississippi State College, State College Robert S. Leshe, Placement Officer. Interviews: October 5-May 25. Avoid: November 28-30, December 18-January 2, January 17-31, April 16-22.
- MISSISSIPPI STATE COLLEGE FOR WOMEN, Columbus G. T. Buck-



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- ley, Director of Placements. Interviews: March 1-May 15.
- University of Mississippi, University George M. Street, Director of Placement. Interviews: October 15 May 15. Avoid: Normal holidays only.

#### Missouri

- Central Missouri State College Warrensburg Dr. Irl A. Gladfelter, Director of Placement. Interviews: September 30-May 1. Avoid: November 21-26, November 30 December 5, December 14 January 2, March 7-11, April 18-23, May 19-24.
- CULVER-STOCKTON COLLEGE, Canton R. B. Mease, Director of Placement. Avoid: November 21-26, December 15 January 7, January 28 February 2, February 4-5, April 18-23.
- WILLIAM JEWELL COLLEGE, Liberty F. W. Holzapfel, Harley Wyatt. Interviews: February May. Avoid: February 18-22, April 17-23, May 13-17.
- MISSOURI SCHOOL OF MINES & METALLURGY. Rolla V. A. C. Gevecker, Assistant Dean. Interviews: Begin October 1. Avoid: November 21-26, December 19-January 4, January 15-February 4, February 21-23, March 13-18, April 18-22, Saturdays.
- MISSOURI VALLEY COLLEGE, Marshall - Wylie F. Steen, Director of Alumm Affairs and Placement. Avoid: October 20-26, December 20-Lanuary 7, April 17-23, May 20-25.
- NORTHEAST MISSOURI STATE TEACH-ERS COLLEGE, Kirksville Eli F. Mittler, Director of Placements. Avoid: May 12 June 5, August 4 September 12.
- NORTHWEST MISSOURI STATE COL-LEGE, Maryville - Everett W. Brown, Director. Interviews: February August
- St. Louis College of Pharmacy and Allied Sciences, St. Louis —A. F. Schlichting, Dean.

- St. Louis University, St. Louis— Charles J. Marino, Director of Placement. Interviews: Start-November 5 and February 11. Avoid: November 22, 23; December 21-January 9, January 18-February 11, February 22, April 18-24.
- SOUTHEAST MISSOURI STATE COL-LEGE, Cape Girardeau — Bertie Cleino, Director of Placement Service. Interviews: February 1-May 1. Avoid: February 25— March 7, Good Friday.
- University of Kansas City, Kansas City—Dr. Wheadon Bloch, Dean of Students—Acting Director of Placement: Mrs. Lois Larsen, Secretary of Placement. Interviews: November—May 15. Avoid: November 21–26, December 18—January 2, January 16–24, April 12–22.
- UNIVERSITY OF MISSOURI, Columbia—Robert M. Eastman, Director of Engineering Placement; Prof. J. Leslie Bayless, Business and Public Administration Placement. Engineering Interviews: October 8-November 20, November 26-December 14, February 5-March 15, March 25-March 29.
- Washington University, St. Louis

  Betty Inman, Coordinator,
  Central Placement Office; Mrs.
  Mildred Lee, Coordinator, Engering Placement, Interviews;
  November 5-January 18, February 11-April 12, Avoid: November 22-25, December 20January 7, February 22, April 14-21.
- Webster College, Webster Groves

   Elizabeth Halpin, Director of
  Admissions and Placement, Interviews: October 1–May 15,
  Avoid November 19–25, December 15–January 10, January 22–
  February 6, April 11–23.

#### Montana

WESTERN MONTANA COLLEGE OF EDUCATION, Dillon—Miss Evelyn Mikkelsen, Placement Director. Interviews: entire year, busiest period April–June 1.

#### Nebraska

- CARROLL COLLEGE, Helena Rev. Paul M. Mackin, Education; Rev. S. C. Beausoleil, Director of Placement Service. Interviews: September 10-May 1. Avoid: October 29-November 2, November 21-26, December 19-January 3, January 28-February 2, April 16-24.
- CREIGHTON UNIVERSITY, Omaha-John Patrick Potter, Director, Placement Service. Interviews: October 22-May 10. Avoid: November 1-8, November 21-25, December 7-8, December 15-January 2, January 17-February 3, February 4, February 22, March 21-28, April 18-22.
- DANA COLLEGE, Blair—A. J. Snowbeck, Placement Director. Interviews: February 1-May 20. Avoid: April 18–23.
- Nebraska State Teachers Col-Lege, Chadron—Dr. Glenn W. Hildreth, Dean of the College. Avoid: October 25–26, November 21–26, December 21–January 7, April 18–23.
- Nebraska-Wesleyan University, Lincoln—Dr. Dale H. Weeks, Chairman, Department of Business Administration and Economics. Avoid: October 4, 12, November 20–25, December 22– January 6, March 22–April 1, April 18–22.
- UNION COLLEGE, Lincoln—L. W. Welch, Director of Placement. Interviews: February 10 May 25. Avoid: February 15-22, March 25-29, April 4-7, Saturdays, Sundays.
- UNIVERSITY OF OMAHA, Omaha-John E. Woods, Director of Placement, William J. Gerbracht, Assistant. Interviews: Begin September 17. Avoid: October 25–27, November 21–26, December 14–January 2, January 19–30, February 19–20, April 17–24, May 10, May 23–31.

#### **New Hampshire**

DARTMOUTH, Hanover—Donald W. Cameron, Director of Placement, Interviews: January 9-25, Feb-

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ruary 12 March 28, April 10-May 10.

St. Annelm's College, Manchester
Robert J. Collins, Placement
Director. Interviews: October
15 May 1. Avoid: November 1,
November 28 December 2, December 14 January 6, January
25 February 2, February 22,
March 21, April 17-28.

#### New Jersey

COLLEGE OF ST. ELIZABETH, Convent Station—Julia E. Read, Personnel Director. Interviews: January 9-17, February 5 April 11.

FAIRLEIGH DICKINSON UNIVERSITY, Rutherford and Teaneck — Warren L. Duncan, Industrial Coordinator; Mrs. William Griffin, Placement Bureau. Interviews: Feburary 1-April 18, April 29 May 15.

Georgian Court College, Lakewood Sister M. Giovanni, Dean. Interviews: October 1 June 1. Avoid: December 20 January 6, January 23-30, May 27-31.

New Jersey State Teachers College, Montclair Allen Morehead, Director of Placement. Avoid: February 1 April 26.

NEWARK COLLEGE OF ENGINEERING, Newark - James W. Hicks, Assoc. Prof. and Asst. Dir. of Industrial Relations. Interviews: February 11-May 1. Avoid: February 22, Week of April 8, April 19.

RIDER COLLEGE, Trenton — G. Kenneth Conover. Interviews: February 1-May 1. Avoid: April 12-23.

RUTGERS UNIVERSITY, New Brunswick – John P. Kirkwood, Director of Personnel and Placement. Colleges for Men – Interviews: Ph.D. and Master candidates, November 5- December 14. All others, January 29 May 3. Avoid: February 22, March 20 April 1. Newark Colleges – Interviews: January 14–26, March 23 April 1. Camden Division – Interviews: November 1 April 15. Avoid: November 22-26, Decem-

ber 21-January 3, January 14-28, March 25-29, Douglass College Interviews: February 1-April 16. Avoid: January 3-28, February 22, March 23-April 1.

St. Peter's College, Jersey City Alvin L. Grant, Director of Placement. Interviews: February 4 May 17. Avoid: February 22, April 17 28.

SETON HALL UNIVERSITY, South Orange John E. McLoughlin, Placement Director. Interviews: October 1 May 10.

STEVENS INSTITUTE OF TECHNOL-OGY, Hoboken—Harold R. Fee, Director of Placement, Laurence A. Minck, Assistant Director of Placement. Interviews: February 18—April 5. Avoid: February 22.

UPSALA COLLEGE, East Orange — Charles G. Lundgren, Placement Director.

#### New Mexico

EASTERN NEW MEXICO UNIVERSITY, Portales Henry H. Hahn. Interviews: February 15-May 20, June 17-August 20. Avoid: March 25-30, April 17-24, July 4.

New Mexico College of Agriculture and Mechanic Arts, StateCollege Mrs.GoldieSlingerland, Director of Placement. Interviews: October 15-April 30, Avoid: November 21-24, December 15-January 2, January 21-February 4.

University of New Mexico, Albuquerque Warren F. Lee, Director, Mary Ellen Woodward, Assistant Director, General Placement Bureau. Interviews: Beginning October 17. Avoid: November 12, 13, 22-25, December 22-January 7, January 28-February 4, April 17-24.

#### New York

ADELPHI COLLEGE, Garden City— Elizabeth O'Neill, Director of Placement and Scholarships. Interviews: October 1-May 25. Avoid: December 19 January 3, January 18-31, April 15-22. ALFRED UNIVERSITY, Alfred Fred H. Gertz, Coordinator of Placement. Interviews: February 6-April 12, April 23-May 22.

BARD COLLEGE, Annandale-on-Hudson Dean of the College. Interviews: September 10-December 21, February 28-June 15.

Barnard College, New York— Ruth Houghton, Director; Ethel Paley, Assistant Director. Interviews: November 15-April 15. Avoid: December 16 January 7, January 16 February 4, April 9-25.

CITY COLLEGE, New York Walter L. Kelly, Placement Director (Business and Public Administration); John Bonforte, Placement Director (Technology and Liberal Arts). Interviews: October-November, March-April. Avoid: Thursdays.

CLARKSON COLLEGE OF TECHNOL-OGY, Potsdam—F. A. Ramsdell, Directorof Placement. Interviews: October 29-March 30. Avoid: November 21-26, December 13-January 3, January 21-February 5.

COLGATE UNIVERSITY, Hamilton-George H. Estabrooks, Director of Placement. Interviews: February 4 April 11. Avoid: April 12-23.

COLLEGE OF NEW ROCHELLE, New Rochelle—Dr. M. Irene Wightwick, Personnel Director. Interviews: February 15-May 10. Avoid: April 17-28.

College of St. Rose, Albany Jerome R. Walton, Placement Director. Avoid: December 15— January 6, Week preceding and following Easter.

COLUMBIA UNIVERSITY, New York
—Samuel H. Beach, Director of
Placement, John A. Bornemann,
Assistant Director of Placement.
(Miss Mary A. Wegener, formerly
Assoc. Dir. of Placement, retired
September 1, 1956). Interviews:
Ph. D.s. November-December;
Others start February 6. Avoid:
November 22–25, December 24–
January 6, April 14–21.

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- CORNELL UNIVERSITY, Ithaca
  John L. Munschauer, Director
  of Placement. Interviews: (Graduate) October 15-January 15;
  (Undergraduate) February 5May L. Avoid: November 21-26,
  December 22-January 7, March
  21-April I.
- ELMIRA COLLEGE, Elmira Mrs. Howard H. Clute, Director of Placement. Interviews: October 8 May 20. Avoid: November 21– 27, December 18–January 8, January 17 31, March 21–April 2.
- FORDHAM UNIVERSITY, New York

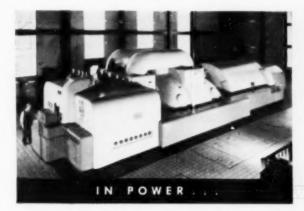
   Joseph F. Potter, Administrative Officer, Robert V. Gilroy, Senior Placement Officer. Interviews: February 1-May 1. Avoid: February 12, 22, April 14-26.
- Hamilton College, Clinton— Dean Winton Tolles. Interviews: February April. Avoid: February 1-6, March 30-April 10.
- HARPUR COLLEGE, Endicott—Aysel Searles, Jr. Avoid: December 19-January 2, January 29-February 6, March 29-April 8.
- HARTWICK COLLEGE, Oneonta— Interviews: October 1-May 1 Avoid: December 12-January 7, January 24-February 11, April 15-25.
- HOBART COLLEGE, Geneva Charles A. Meyn, Director of Guidance and Placement. Interviews: February 7-May 18. Avoid: March 30-April 8, April 25-26.
- HOFSTRA COLLEGE. Hempstead

  Dale B. Lake, Director of Placement.
- HUNTER COLLEGE, New York— Dr. Alva C. Cooper, Director of Placement Bureau. Interviews: October 15-May 15. Avoid: November 22-24, December 24— January 1, January 10-16, April 15-23.

- IONA COLLEGE, New Rochelle— Howard J. Bulger, Placement Officer, Personnel Services. Interviews:February 11—May 3. Avoid: February 22, March 17, April 17–29.
- Le Moyne College, Syracuse— Dominic C. Vitterio, Director of Placement. Interviews: September 24-May 17. Avoid: November 21-25, December 18-January 3, January 14-29, April 17-28.
- Long Island University, Brooklyn
   Prof. Harold Nierenberg, Placement Officer. Interviews: October 15-May 3. Avoid: December 21-January 9.
- Manhattan College, New York
  —Brother Ardian Lewis, Placement Director. Interviews February March. Avoid: February 22, March 18.
- MANHATTANVILLE COLLEGE OF THE SACRED HEART, Purchase—Miss Olga E. Specht, Director of Placement. Interviews: February 4-May 1. Avoid: February 22, March 5, March 11-14.
- MARYMOUNT COLLEGE, Tarrytownon-Hudson – Mother M. duSacre Coeur, R. S. H. M. Interviews: October-December, February May. Avoid: December-February.
- NAZARETH COLLEGE OF ROCHESTER, Rochester — Sister Eva Marie Interviews: November 1-April L. Avoid: December 19-January 2, January 17-31, April 17-29.
- New York University, New York

  A. J. Foy Cross, Director;
  Nancy D. Stevens, Education
  Placement Officer; Tunis A. M.
  Craven, Assistant to Director.
  Interviews: November 12-April
  30. Avoid: December 21-January 2, January 11-January 28.
- Polytechnic Institute of Brook-Lyn, Brooklyn — John W. Andrews, Director Placement Services; Louise Hagetter, Assistant, Interviews: Mid October-May 15. Avoid: December 24-January 1, January 14-February 1, April 22-26, May 20-31.

- Queens College, Flushing—George Davenel, Placement Director. Interviews: September-May.
- RENSSELAER POLYTECHNIC INSTI-TUTE, Troy—Herbert P. Catlin, Department of Student Aid. Interviews: October 15-December 14; February 11-May 10.
- ROSARY HILL COLLEGE, Buffalo— Sister M. Georgia, Chairman of Committee on Placement. Interviews: November 2-May 3. Avoid: October 12-20, December 14-January 3, January 21-25, April 12-29.
- St. Bonaventure University, St. Bonaventure—Prof. James L. Hayes. Interviews: September 15-May 15.
- St. Francis College, Brooklyn John Conron, Director of Public Relations and Placement, Brother Philip (Harris), O.S.F., Director of Student Personnel.
- St. John Fisher College, Rochester
  —Gerard H. Tucker, Placement
  Director. Interviews: October 8—
  May 17. Avoid: November 21—
  26, December 14 January 3,
  January 16-February 1, April
  17–29.
- St. John's University, Jamaica Walter R. Campbell, Placement Director; William Heffernan, Asst. Dir. Interviews: January-May 8. Avoid: Holidays, April 17-29.
- St. Joseph's College for Women, Brooklyn—Sister Irene Veronica, Director of Student Personnel. Interviews: September 24-January 12, February 18-May 17. Avoid: November 21-26, December 18-January 2, January 15-30, April 15-29.
- St. Lawrence University, Canton—William J. Davis. Avoid: November 21-26, December 13-January 3, February 22-24, April 13-23.
- Siena College, Loudonville Miss Marie Thibodeau, Executive Assistant, Placement Bureau. Interviews: January 28-May 1. Avoid: April 15-28.





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- SKIDMORE COLLEGE, Saratoga Springs
  —Betsy James, Director, Vocational Bureau. Interviews: February 11-April 12. Avoid: January 30-February 6.
- STATE UNIVERSITY TEACHERS COL-LEGE, Oswego - C. W. Ridgeway, Director of Placement.
- Union College, Schenectady
  Henry J. Swanker, Director of
  Placement; Mrs. Helen H. Borden, Assistant to the Placement
  Director. Interviews: November
  28-December 20, February 11March 30, Avoid: December 21February 11.
- University of Rochester, Rochester Jane M. Stellwagan, Assistant Placement Officer for Women; Ward L. Taylor, Placement Officer for Men. Interviews: Ph. D.s.—November 1—December 14. Avoid:November 20—26; Bachelors and Masters—December 3—14, February 4 April 16, April 29—May 15.
- Syracuse University, Syracuse—William K. Phipps, Director of Placement; Mrs. Marguerite Ruoff, Director of Women's Placement Interviews: October 15 January 18, February 11 May 17. Avoid: November 19–23, December 24 January 4, April 17–26.
- VASSAR COLLEGE, Poughkeepsie
  Jane T. Johnson, Director, Vocational Bureau. Avoid: November
  21–25, December 19 January 7,
  March 29-April 8.
- WAGNER COLLEGE, Staten Island
   Stephen J. Botsford, Director,
  Placement Bureau. Interviews:
  January 28-May 8. Avoid: February 25-28, April 17-29.

#### North Carolina

- DAVIDSON COLLEGE, Davidson C. Shaw Smith, Placement Director. Interviews: January 28-March 27. Avoid: March 11-22.
- DUKE UNIVERSITY, Durham Fannie Y. Mitchell, Director, Appointments Office. Interviews: Graduate students — anytime dur-

- ing the year; Undergraduates—commence January 31. Avoid: November 21–26, Week of March 11, March 23–April 1, April 22, December 20–January 3.
- NORTH CAROLINA COLLEGE AT DUR-HAM, Durham — Walter M. Brown, Director of Placement. Interviews: February—May.
- NORTH CAROLINA STATE COLLEGE. Raleigh Dr. V. A. Rice, Director of Instruction, School of Agriculture; Dean Henry L. Kamphoefner, School of Design; Dr. J. B. Kirkland, Dean, School of Education; Mrs. Marie P. Wicker, Placement Director, School of Engineering; Dr. R. J. Preston, Dean, School of Forestry; Mr. G. H. Dunlap, Placement Director, School of Textiles. Interviews: (Agriculture) November 26 May 15. Avoid: December 15-January 6, January 19 February 3, April 16-25. (Design) - April 1-May 17. Avoid: April 16-25. (Education) - January 7-May 3. Avoid: January 19-February 3, April 16-25. (Engineering) - January 7 May 3. Avoid: January 19-February 3, April 16-25. (Forestry) January 7 May 3. Avoid: January 19-February 3, April 16-25. (Textiles) - November 26-April 1. Avoid: December 15-January 6, January 19 February
- St. Augustine's College, Raleigh Reginald L. Lynch. Avoid: September 12-19, November 22, December 15-January 3, April 19-29, May 25-27.
- SALEM COLLEGE, Winston-Salem Dean Ivy M. Hixson. Avoid: November 21-26, December 18-January 3, January 17-28, April 13-23, May 15-25.
- STATE TEACHERS COLLEGE, Elizabeth City George L. Davis.
- University of North Carolina, Chapel Hill Joe M. Galloway, Director of Placement. Interviews:October15-May 20. Avoid: November 21-26, December 17-January 3, January 19-February 1, April 17-23.

- WAKE FOREST COLLEGE, Winston-Salem J. L. Memory, Jr., Director of Placement; Mrs. Bonnie Wiggs, Asst. Director of Placement. Interviews: Begin October 1. Avoid: November 22-25, December 16-January 2, January 17-February 2, March 29-April 3, May 23-June 15.
- Woman's College of the University of North Carolina, Greensboro—Mrs. Josephine P. Schaeffer, Placement Officer. Interviews: September 28–May 15. Avoid: December 19–January 3, January 17–31, April 13–23.

#### North Dakota

NORTH DAKOTA AGRICULTURAL COLLEGE, Fargo—Oscar Gjernes, Director of Placement Service. Interviews: September 24-December 21, January 8-March 20, April 2-June 14.

#### Ohio

- Antioch College, Yellow Springs
  —Mary R. Hunt, Director of the
  Cooperative Program. Interviews:
  September 10–28, October 15–19,
  November 5–23, December 10–
  14, January 14–February 15,
  March 11–22, April 15–May 10,
  June 3–14.
- Baldwin-Wallace College, Berea
  Bertha L. Stiefel, Director,
  Placement Service. Interviews:
  January 15-April 15. Avoid:
  March 18-28.
- BLUFFTON COLLEGE, Bluffton Dr. J. S. Schultz, Director of Teacher Education and Placement. Interviews: September 13–May 27. Avoid: November 21–25, December 14–January 2, January 22–30, April 17–21.
- Bowling Green State University, Bowling Green – James L. Galloway, Placement Officer. Interviews: October 1-May 24. Avoid: November 21–26, December 21– January 6, January 24–February 1, April 17–24, May 29–June 9.
- College of St. Mary of the Springs, Columbus — Patricia Lawler. Interviews: October 2— January 8, January 31—May 16.

Avoid: October 29, November 1, November 20-26, December 19-January 7, January 18-30, March 7, April 16-29.

College of Wooster, Wooster Paul V. Barrett, Career Counselor. Interviews: December 1-April 15. Avoid: December 19 January 3, January 18-29, March 29-April 8.

Denison University, Granville
Robert L. McCleery, Director,
Testing and Vocational Services.
Interviews: November 27-April
30. Avoid: December 14-January 3, January 21 February 5,
March 29 April 8.

FENN COLLEGE, Cleveland M. B. Robinson, Dean, Cooperative Education.Interviews:(Engineers) October 10 March 15. Avoid: November 22, 23, December 24 January 7. (Arts & Bus. Adm.) October 10 June 7. Avoid: November 22, 23, December 24 March 31.

Heidelberg College, Tiffin. Interviews: October 1-May 18. Avoid: November 21-26, December 19-January 2, January 19-30, April 16-23.

HIRAM COLLEGE, Hiram. Avoid: November 21-26, December 19-January 3, April 12-22.

P. K. Howells, Director, Bureau of Appointments. Interviews: February 1-June 1. Avoid: February 22, March 11-26, May 30.

LAKE ERIE COLLEGE, Painesville— Mrs. Marion N. Beaven. Interviews: October-November; February April.

MARIETTA COLLEGE, Marietta Sue Jackson, Placement Director; R. G. Guthrie, Teacher Placement. Interviews: October 15-May 15. Avoid: November 20-26, December 15-January 3, January 17-30, April 16-24.

MIAMI UNIVERSITY, Oxford W. T. Blomquist, Director, Bureau of Business Placement; Dr. James H. St. John, Asst. Dean. Interviews: October 15-January 15, February 7-May 1. Avoid: November 20-26, December 18-31, January, February 1-10, 21-25, March 26-31, April 1-14.

Notre Dame College, Cleveland — Mrs. John J. Filak, Jeanne Dreisig, Interviews: October 1 May 17. Avoid: November 21– 26, December 21–January 7, January 22–February 2, April 16–26.

OBERLIN COLLEGE, Oberlin Dorothy M. Smith, Director, Bureau of Appointments, Avoid: November 21-26, December 19-January 3, January 18-February 1, March 30-April 9.

Onio Northern University, Ada-Interviews: September 24-June 9. Avoid: October 27, November 12-16, November 21-26, December 15-January 3, March 12-18, April 18-23, May 1, June 4-9.

Ohio State University, Columbus
— (Agriculture) Chester S. Hutchison, Assistant Dean; (Arts & Sciences) Kenneth B. Norton,
Placement Director; (Commerce & Administration) John E. Steele,
Placement Director; (Dentistry)



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Wendell D. Postle, Dean; (Education) Harold E. Reynard, Chairman, Division of Appointments; (Engineering) Lilyan B. Bradshaw, Placement Director; (Law) Robert J. Nordstrom, Assistant Dean; (Pharmacy) Earl P. Guth, Professor of Pharmacy; (Veterinary Medicine) J. H. Helwig, Chairman, Dept. of Veterinary Preventive Medicine. Interviews: October 15-December 7, January 14-March 8, April 1-May 3, July. Avoid: November 12, 22-24, February 22.

Ohio University, Athens A. C. Gubitz, Director of Bureau of Appointments. Interviews: October 22-May. Avoid: November 21-26, December 15-January 2, January 22-February 4, April 16-24.

Ohto Wesleyan University, Delaware – Mrs. Roland Boecklin, Placement Director. Interviews: October 15-November 19, November 28-December 13, January 7-23, February 5-March 28, April 9-May 29.

St. John College of Cleveland, Cleveland—A. Ryan, Director of Placement.

University of Cincinnati, Cincinnati – Prof. H. C. Messinger, Director Coordination and Placement. Interviews: (Applied Arts, Business Adm., Eng.) January 14–April 5. Avoid: February 22; (Arts & Sciences, Home Economics) November 19–April 5. Avoid: November 22–24, December 22–January 7, January 21–February 6, February 22.

University of Dayton, Dayton
John C. Bramlage, General Placement; Dr. Maurice Grany, Dean
of Engineering, Engineering Placement. Interviews: (Tech) Begin
February; (Non Tech) Begin
September 17. Avoid: November
1, 22, December 8, 15-23.

University of Toledo, Toledo Edward W. Jackson, Director of Placement; Frank R. Hickerson, Director of Teacher Placement. Avoid: November 22–25, December 19 January 2, January 10– 28, April 19–28. WILMINGTON COLLEGE, Wilmington Interviews: March 15-May 17. Avoid: March 18-23, April 17-25.

WITTENBERG COLLEGE, Springfield. Interviews: December 3-May 31. Avoid: December 14-January 4, January 23-February 5, April 11-24.

Youngstown University, Youngstown—Robert D. Cooper, Director of Placement. Interviews: January 1-April 30.

#### Oklahoma

Bethany Nazarene College, Bethany — Vernon A. Snowbarger, Dean of Students. Interviews: January 1–April 1. Avoid: January 18–23.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE, Stillwater (Education and General) A. O. Martin, Director; (Engineering) C. R. Wood, Director; (Business) E. C. Burris, Director. Avoid: September 10, November 22–26, December 20–January 3, January 17–23, January 23–25, April 18–23, May 20–25.



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PHILLIPS UNIVERSITY, Enid—Dr. Roy W. Browning, Sr., Director of Placement. Interviews: September 27—May 15. Avoid: November 21–26, December 21–January 8, January 23–28, April 17–24.

#### Oregon

CASCADE COLLEGE, Portland—Prof. Leslie F. Smith.

Lewis and Clark College, Portland—Betty Jean Duke, Placement Administrative Counselor. Avoid: November 28, 29, December 14-January 2, January 18-25, March 8-18, April 19, May 22-30.

OREGON STATE COLLEGE, Corvallis
—(School of Engineering, School of Science) M. R. Haith, Personnel & Placement Office; (School of Business of Technology) Stuart Seaton, Placement Officer. Interviews: Start October 22. Avoid: November 22, 23; December 12—January 7, March 8–27.

University of Oregon, Eugene-Karl W. Onthank, Director of Graduate Placement; (Teacher) Raymond H. Lowe, Director, School of Education. Interviews: October November, January-February, April-May.

#### Pennsylvania

ALLEGHENY COLLEGE, Meadville

Robert T. Sherman, Placement
Director, Mrs. Margaret K.
Jenkins, Assistant Placement Director. Interviews: September—
June. Avoid: November 20-26,
December 15—January 3, January
19—February 6, April 13-25.

BEAVER COLLEGE, Jenkintown Amelia Peck, Placement Director.

Bucknett University, Lewisburg Raymond K. Irwin, Director of Placement. Interviews: Begin February 11. Avoid: April 17-25.

CARNEGIE INSTITUTE OF TECHNOL-OGY, Pittsburgh Charles E. Wangeman, Head, Bureau of Placements, J. Dennis Ryan, Assistant, Miss Starr Hacker, Assistant (In charge of Women's Placement). Interviews: February 11-May 17. Avoid: April 18-24, May 9, 10. Ph. D.s can be interviewed any time in academic year.

CEDAR CREST COLLEGE, Allentown
—Mary E. Kriebel. Interviews:
October 7-April 30. Avoid: December 19-January 3, January 15February 4, March 28-April 8.

CHESTNUT HILL COLLEGE, Philadelphia Alice M. Corcoran, Administrative Assistant. Interviews: February-March. Avoid: March 4-9, 19.

Dickinson College, Carlisle
Dean Horlacher, Placement Director; Victoria Hann, Dean of
Women. Interviews: November
1-April 1. Avoid: November 2126, December 19-January 3, January 14-26,

DREXEL INSTITUTE OF TECHNOLOGY, Philadelphia – John Miller, Placement Officer – Eng, and Bus. Ad.;



Barbara Faraday, Home Economics Placement Secretary; Margaret M. Spillan, Library Science Placement Secretary. Avoid: Easter week-end.

Duquesne University, Pittsburgh William J. O'Brien, Placement Director. Interviews: February 5-Mid May. Avoid: April 15-23.

Franklin & Marshall College, Lancaster Richard V. Showers, Director of Adm. & Placement; George F. Broske, Assoc. Dir. of Adm. & Placement. Interviews; February 11—April 30. Avoid: April 13–27.

Gannon College, Erie Owen T. Finegan. Interviews: November May 15.

Geneva College, Beaver Falls James L. Bowers, Director of Placement. Interviews: January 15-25, February 7-March 21.

GETTYSBURG COLLEGE, Gettysburg
William O. Duck, Director of
Guidance & Placement. Interviews:February 6-May 15. Avoid:
April 15-25, April 28-May 2.

IMMACULATA COLLEGE, Immaculata
— SisterMargaretMary, Registrar.
Interviews: Can be arranged to
convenience. March is the most
convenient month.

JUNIATA COLLEGE, Huntingdon Dr. James F. Penney, Dean of Men and Director of Placement. Interviews: February 1-May 15. Avoid: March 25-30, April 22-23.

King's College, Wilkes-Barre Robert J. Ell, Placement Director. Interviews: November 5- May 23. Avoid: November 21-26, December 19 January 3, January 21-February 1, February 22, March 7, April 8, April 17-24.

LAFAYETTE COLLEGE, Easton Fred W. Slantz, Director of Placement; Sam B. Nikel, Assistant Director of Placement. Interviews: January 7-April 30. Avoid: January 22-February 13, April 15-26.

LERIGH UNIVERSITY, Bethlehem Everett A. Teal, Director of Placement; Helen B. Fry, Assistant Director of Placement. Interviews: October 29-November 20, November 26-December 18, January 3-11, January 30-March 22, April 1-18, April 22-May 21.

Lycoming College, Williamsport
— Asst. Prof. Donald G. Remley,
Director of Placement. Avoid:
January 18-February 2, April
16-23.

MILLERSVILLE STATE TEACHERS
COLLEGE, Millersville — Eugene
K. Robb. Avoid: November 20—
26, December 15—January 3,
January 14—28, April 16—23, May
15—27.

Moore Institute of Art, Philadelphia Mrs. Barbara Phillips, Placement Director. Avoid: February 22, April 18-23.

MUHLENBERG COLLEGE, Allentown
George A. Frounfelker, Director, Records, Placement &
Counseling. Interviews: November-April. Avoid: October 3,
November 22 25, December 20
January 2, January 16 February
5, April 13-21.

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- Pennsylvania Military College, Chester—Dr. Clarence R. Moll, Dean of Student Personnel. Interviews: November 15-April 12. Avoid: December 10-January 2, January 18-February 6.
- Pennsylvania State University, University Park—George N. P. Leetch, Director. No good dates remain to recruit engineers in 1956-57.
- St. Francis College, Loretto J. Paul Melanson. Interviews: February-May 10. Avoid: April 15-24.
- St. Joseph's College, Philadelphia Joseph D. Pascucci, Administrative Assistant to the President. Interviews: October May. Avoid: November 1, November 21–23, December 23 January 5, January 19 February 5, April 17–23.
- STATE TEACHERS COLLEGE, Cheyney
   Dr. W. McKinley Menchan,
  Dean. Interviews: October 1-31,
  April 1-30.

- STATE TEACHERS COLLEGE, Clarion
  —Prof. R. C. Skinner. Interviews: Begin February 1. Avoid:
  April 15-24.
- STATE TEACHERS COLLEGE, West Chester—Dr. Earl F. Sykes, Director of Placement. Interviews: Begin November 1. Avoid: December 15–January 3, April 16–23.
- SWARTHMORE COLLEGE, Swarthmore
   Miss Maralyn Orbison. Interviews: February 6-March 22.
- TEMPLE UNIVERSITY, Philadelphia S. S. Aichele, Director of Placement, David R. Willcox, Assistant to the Director of Placement. Interviews: November 1-April 30. Avoid: November 22-23, December 20-January 2, January 21-February 8, April 17-23.
- University of Pennsylvania, Philadelphia—Robert L. Mac-Donald, Director of Placement, Arthur J. Letcher, Assistant to the Director, Mrs. Anne V. Blackburn, Assistant to the Dir-

- ector. Interviews: (February Graduates) November 12 December 19. Avoid: November 19-26. (Spring Interviews) February 5-May 10. Avoid: April 12-29.
- University of Pittsburgh, Pittsburgh Paul M. Sherwood, Director, Men's Placement Bureau.
- URSINUS COLLEGE, Collegeville
  H. R. Vanderslice, Director of
  Placement; Mrs. Ruth W. Adams,
  Secretary. Interviews: November 1-May 15. Avoid: December
  15-31, January 24-February 11,
  March 22-April 2.
- VILLANOVA UNIVERSITY, Villanova — James J. Redfern, Director of Placement. Interviews: February 18—May 3. Avoid: February 22, April 15–26.
- Washington and Jefferson Colege, Washington John L. Henninger, Interviews: February 1-Mid April. Avoid: March 23-April 2.

#### A sign can mean many things

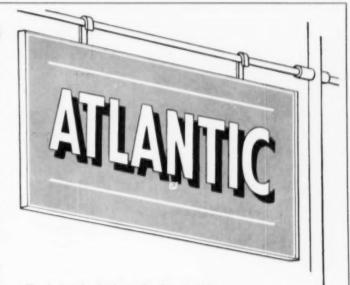
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- WAYNESBURG COLLEGE, Waynesburg M. K. Talpas, Registrar. Interviews: October 15-April 1. Avoid: December 19-January 3, March 30.
- WILKES COLLEGE, Wilkes-Barre John J. Chwalek. Interviews: October 15 May 10. Avoid: December 15 January 6, April 15 24.
- Witson College, Chambersburg Janet Jacobs, Placement Director. Interviews: November Mid May. Avoid: December 21-January 7, January 21 February 4, March 22 April 1.

#### Rhode Island

- BRYANT COLLEGE OF BUSINESS ADMINISTRATION, Providence Lautrelle Love, Director of Placement. Avoid: Thanksgiving, Christmas, 3rd and 4th week in February, 3rd and 4th week in July.
- BROWN UNIVERSITY, Providence Mrs. Hope Richards Brothers, Director of Senior Placement. Interviews: (Tech) October 8

- December 19; (Non-Tech) January 30-April 30. Avoid: October 12, November 21-25, December 20-January 29, April 1-5.
- PEMBROKE COLLEGE, Providence
  Katharine Irwin, Director of
  Placement. Interviews: February
  March, and early April.
- PROVIDENCE COLLEGE, Providence. Interviews: January 1-May 1. Avoid: 4th week in January, February 22, March 7, Holy Week
- University of Rhode Island, Kingston—Raymond H. Stockard, Director of Placement (Seniors & Alumni); Leonora Yenovkian, Student Aid Assistant (Summer Jobs). Interviews: November 15— December 13, February 4—May 1. Avoid: November 22–23, Febbruary 22, April 1—4.

#### South Carolina

THE CITADEL, Charleston — Mrs. Maude J. Reynolds, Director of

- Placement. Interviews: October 1-May 1. Avoid: November 21-25, December 22-January 6, January 10-25, April 18-23.
- CLEMSON COLLEGE, Clemson Greg Hughes, Director of Student Aid and Placement. Interviews: October 29-March 29. Avoid: November 21-26, December 19-January 3, January 19-February 10.
- FURMAN UNIVERSITY, Greenville— James P. Henderson, Director Student Personnel. Avoid: November 21–26, December 10–11, December 15–January 2, January 21–30, February 11–12, March 30–April 8, April 12.
- Newberry College, Newberry Dean Philip T. Kelly, Jr. Interviews: September 25-December 10, January 4-January 15, January 30-May 15.
- University of South Carolina, Columbia Mrs. Ruth E. McVey, Director, Division of Personnel and Placement. Interviews: October 1-May 21. Avoid: October

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25-27, November 22-24, December 21-January 5, January 18-February 5, April 19-23.

#### South Dakota

NORTHERN STATE TEACHERS COL-LEGE, Aberdeen—Dr. Lloyd F. Johnson. Avoid: November 21– 26, April 18–23.

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY, Rapid City— Dr. L. R. Palmerton, Dean of Students. Interviews: December 1-March 1. Avoid: October 6, November 24-December 3, December 21-January 7, March 6-18.

SOUTH DAKOTA STATE COLLEGE, Brookings — R. Y. Chapman, Dean of Student Personnel; Herbert C. Bartling, Placement Counselor. Avoid: November 23– 27, December 7–13, Christmas Holidays, March 14–20, March 30–April 2.

UNIVERSITY OF SOUTH DAKOTA, Vermillion — Dr. Bernard D. Perkins, Director of Business Placement. Avoid: December 18-January 3, January 22, February 3, April 18-22.

#### Tennessee

CARSON-NEWMAN COLLEGE, Jefferson City—Dr. H. D. Pickens, Chairman of Placement. Avoid: December 16–January 3.

WILLIAM JENNINGS BRYAN UNI-VERSITY, Dayton—D. W. Ryther. Avoid: December 1-January 4, March 10-April 5.

Lane College, Jackson G. L. Thacker.

MIDDLE TENNESSEE STATE COL-EGE, Murfreesboro Bob Abernathy.

SCARRITT COLLEGE FOR CHRISTIAN WORKERS, Nashville—Dr. Henry M. Johnson, Chairman of Placement Service. Interviews: January 7-March 15, April 1-27.

Tennessee Agricultural and Industrial State University, Nashville—Mrs. Annie G. H. Sasser, Director of Placement Bureau. Interviews: October-May. Avoid: December 1-7, March 1-7, May 27-31, Thanksgiving and Christmas Holidays.

TENNESSEE POLYTECHNIC INSTI-TUTE, Cookeville Leonard Crawford. Avoid: December 10-15, March 11-16, May 25 June 1.

Union University, Jackson Troy G. Young, Director of Placement,

University of Tennessee, Knoxville Howard H. Lumsden, Placement Director. Interviews: October 15-August 14. Avoid: December 12-January 6, March 8-18, May 24-June 10.

VANDERBILT UNIVERSITY, Nashville

(Engineering) Dorothy Winton;
(Non-Engineering) Ava F. Sellers.
Interviews: (Non-Engineering)
October 15 April 15. Avoid:
November 22-24, December 10
January 4, March 8-22.



#### Texas

A & M College of Texas, College Station—W. R. Horsley, Director; F. W. Hensel, Assistant Director. Interviews: Start October 15 and February 11. Avoid: All Saturdays, November 29-December 2, December 19-January 3, January 21-26, April 18-22, May 24.

BAYLOR UNIVERSITY, Waco—Arch W. Hunt, Director of Placement. Avoid: First week in December, first week in March, first week in June.

Sam Houston State Teachers College, Huntsville, Interviews: November 1-August 25. Avoid: December 18-January 1, January 20-February 5, May 20-June 5.

LAMAR STATE COLLEGE OF TECH-NOLOGY, Beaumont Joe B. Thrash, Director of Guidance and Placement. Interviews: October 15-May 10. Avoid: November 28-30, December 18-January 2, January 28-February 12, April 18-24. MIDWESTERN UNIVERSITY, Wichita Falls—Mrs. T. J. Karr, Director, Placement Service Office. Interviews: September-June. Avoid: November 21-27, December 20-January 5, January 14-31, April 18-24, May 20-30.

The Rice Institute, Houston Whitlock Zander, Jr., Director of Placement; Miss Janie Ross, Placement Secretary. Interviews: October 18 December 18. February 11-April 17. Avoid: November 21-26.

St. Mary's University, San Antonio
Leo M. Donohue, Director,
Guidence-Placement, Interviews:
October 1-May 1. Avoid: October 15-17, November 22-26, December 18-January 6, January 18-24, April 18-23.

SOUTHERN METHODIST UNIVERSITY, Dallas D. Y. Robb, Director of Employment & Placement Service; Mrs. Ann Gallemore, Coordinator, Student Employment. Interviews: October 15 April 17. Avoid: November 22-25, December 20-January 2, January 21-February 2, April 18-23, May 16-31.

Texas Christian University, Fort Worth—Raymond B. Wolf, Director, Placement Bureau. Interviews: October 29-May 10. Avoid: Saturdays, November 28-December 3, December 20-January 2, January 14-31, April 16-22.

Texas State College for Women, Denton—Ray S. Musgrave, Director Student Personnel Services and Placement; Mrs. Betty Jackson, Assistant to the Director. Interviews: Begin November 15. Avoid: November 28—December 3, December 20—January 8, January 25—February 6, February 21— 23, March 21—23, April 17—23, May 25—June 3.

Texas Technological College, Lubbock—Mrs. Jean A. Jenkins, Director of Placement. Interviews: November 1-December 14, January 8-January 11, Feb-



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ruary 8-April 15, April 24-May 15, Avoid: April 8-13 for interviews with engineering students.

Texas Wesleyan College, Fort Worth — Harry W. Rice, Registrar. Interviews: September 10-August 17. Avoid: November 26-December 1, December 17-January 1, April 18-22.

Texas Western College, El Paso
—Dr. A. N. Foster, Director of
Placement. Interviews: October
1-May 15. Avoid: Holidays, Saturdays, and January 14-26.

University of Houston, Houston
—Miss Lou Russell, Director of
Placement and Field Relations.
Interviews: October 15-April 1.
Avoid: November 12-17, 29, 30,
December 17-January 3, January
21-February 4, March 7, March
25-30.

University of Texas, Austin Hoyt Williams, Director, Student Employment Bureau; Thomas J. Gibson, III, Director, Law School Placement; Hob Gray, Director, Teacher Placement; B. H. Amstead, Engineering-Science Placement Director; Mrs. Marilyn Perry, Placement Secretary. Interviews: (Student Employment Bureau, Law Placement, Teacher Placement) - Avoid: August 18-October 14, October 17-19, November 24-December 2, December 19-January 3, January 11-February 5, April 14-23, May 10-June 16, August 13-October 15, Saturdays; (College of Business Administration Placement Secretary) - October 15-December 18, February 15-May 8. Avoid: November 28-December 2, April 3-6, 17-23 (College of Engineering, Engineering and Science Placement) - (Fall) Begin October 3, (Spring) Begin February 11. Avoid: October 14-20, November 29-December 1, December 22-January 2, January 19-31, March 3-7, April 5-6, April 19 27, May 18-30.

WEST TEXAS STATE COLLEGE, Canyon - Curtis Babcock, Coordinator of Public Services. Interviews: February 1-May 5. Avoid: Easter.

#### Utah

Brigham Young University, Provo B. Keith Duffin, Director of Placement. Interviews: October 15-June 1. Avoid: December 8-January 7, March 11-23, May 1.

UNIVERSITY OF UTAH, Salt Lake City—Herald L. Carlston, Director of Placement. Interviews: (Graduate student anytime during the year; Bachelor's candidates starting in January.)

Westminster College, Salt Lake City—Dr. Carroll Hurd, Mr. James J. Farley. Interviews: March 1-May 30. Avoid: April 13-22.

#### Vermont

MIDDLEBURY COLLEGE, Middlebury
—Gordon C. Perine, Director of
Placement. Interviews: February
1-April 26. Avoid: February
14-16, March 28-April 15.

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- Norwich University, Northfield — Mrs. Zylpha Allen, Placement Director. Interviews: February March. Avoid: February 21-25.
- St. Michael's College, Winooski
  Thomas J. Kenney, Placement
  Director, Frank J. Simas, Assistant Placement Director. Interviews: November 4-May 17.
  Avoid: November 10, 11, 12, 16,
  22, December 8, 13-January 3,
  January 27-30, February 8, 9, 10,
  April 12, 13, 17-28, May 8, 10-11.
- University of Vermont, Burlington Ernest R. Stockwell, Assistant Dean of Men. Interviews: February 11-April 12. Avoid: February 22.

#### Virginia

BRIDGEWATER COLLEGE, Bridgewater Donald C. Clague, Dean of Students. Interviews: September 20 May 20. Avoid: Legal Holidays.

- EMORY AND HENRY COLLEGE, Emory
   Dr. V. S. Armbrister, Dean;
  Dr. Edgar Bingham, Registrar.
  Interviews: October 1-May 15.
  Avoid: January 19-26, holidays
  preceeding Thanksgiving, Christmas, New Year and Easter.
- HOLLINS COLLEGE, Hollins College
  —Mrs. Margaret Eldridge, Registrar; Harold J. Arbour, Assistant
  in Vocational Office. Avoid:
  November 28-December 4, December 14-January 4, January 21February 4, March 29-April 10,
  May 19 on.
- Longwood College, Farmville Mrs. Mary W. Watkins, Executive Secretary. Interviews: February 5-May 25. Avoid: April 18-23.
- MARY BALDWIN COLLEGE, Stauton
   Martha S. Grafton, Dean.
  Avoid: December 14-January 3,
  January 24-February 4, March
  28-April 9.

- MARY WASHINGTON COLLEGE OF THE UNIVERSITY OF VIRGINIA, Fredericksburg—Miss Isabel Gordon, Director, Placement Bureau. Avoid: November 23–29, December 15–January 9, January 20– 30, April 6–14.
- UNIVERSITY OF RICHMOND, Richmond—Thomas S. Berry, Business School Placement Officer; C. J. Gray, Dean of Students (Richmond College); Josephine Tucker, Dean of Students (Westhampton College); Dean E. F. Overton (Teacher Placement); Dean Wm. T. Muse, Law School Placement. Interviews: November 1–May 17. Avoid: November 21–26, December 13–January 4, January 21–February 6, February 11–16, March 29–April 9.
- VIRGINIA MILITARY INSTITUTE, Lexington. Interviews: November through March. Avoid: November 22-24, December 19-January 2, April 13-22.

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- VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg—W. H. Cato, Director, Guidance and Placement; J. R. Anderson, Assistant Director, Guidance and Placement. Interviews: November 1–March 1. Avoid: December 1–January 10.
- VIRGINIA STATE COLLEGE, Petersburg – E. W. Whitlow, Coordinator, Student Placement Service. Interviews: January 15–May 15. Avoid: January 21–26, April 19– 22.
- Washington & Lee University, Lexington — James D. Farrar, Director of Placement. Interviews: November 1-April 30. Avoid: November 22-25, December 20-January 4, January 21-31, February 22, April 1-6, April 12.

#### Washington

- Central Washington College of Education, Ellensburg—E. E. Samuelson, Dean of Students and Director of Placement. Interviews: February 1-June 1. Avoid: March 10-28.
- College of Puget Sound, Tacoma
  —E. H. Olson, Director of Industrial Placement. Interviews:
  Would prefer prior to December 1.
  Avoid: November 21–26, December 19 January 3, January 17–25, April 12–22, May 27–31.
- EASTERN WASHINGTON COLLEGE OF EDUCATION, Cheney — Ramond M. Giles, Director of Placement. Interviews: Begin February 1. Avoid: February 22, March 13— 25, April 1–5, May 27, 28, 30.
- STATE COLLEGE OF WASHINGTON, Pullman—Walter M. Bristol, Director, Placement Bureau. Interviews: Arrangements made by phone as schedules are being completed rapidly. Avoid: dates prior to October 15, November 1, 5, 6, November 21–25, December 10–12, December 21–January 7, January 10, January 28–February 11, April 5–15, June 2–8.
- University of Washington, Seattle
  —Dr. Rufus Salyer, Teacher

- Placement; Mrs. Louise Martin, Business Administration Placement; Prof. James Souther, Engineering Placement; Carl Dickinson, Director, University Placement Office. Interviews: October 8-May 17. Avoid: December 7-January 7, March 11-April 1.
- WESTERN WASHINGTON COLLEGE OF EDUCATION, Bellingham Melvin A. Allan, Appointment Secretary. Interviews: February 1-June 1. Avoid: March 16-23.
- WHITMAN COLLEGE, Walla Walla Kenneth J. Hupp, Director; Miss Almira L. Quinn, Assistant Director. Interviews: October 1— May 20. Avoid: November 20— 26, December 19—January 3, January 27—February 4, March 30—April 8.

#### West Virginia

- BETHANY COLLEGE, Bethany
  Robert A. Preston, Dean of
  Students. Avoid: November 2126, December 3-5, December 15January 2, January 17-24, January 27-31, March 7-8, March
  23-April 1, April 5-6, April 1822, May 9 on through graduation.
- MORRIS HARVEY COLLEGE, Charleston—Mrs. Betty D. Caldwell, Director of Placement. Avoid: November 21–26, December 16– January 2, January 21 February 1.
- WEST VIRGINIA UNIVERSITY, Morgantown Miss Cornelia Ladwig, Placement Advisor. Interviews: Begin October 29 for January graduates; begin February 11 for June graduates. Avoid: September 10-November 6, November 22-25, December 22-February 8, March 18-22, April 18-24, May 24-31, June 3, June 5-August 23, August 24-September 10.

#### Wisconsin

- Beloit College, Beloit John P. Gwin, Dean of Students. Interviews: February-May 30. Avoid: March 28-April 11.
- LAWRENCE COLLEGE, Appleton
  Miss Marie Dohr, Director of

- Teacher Placement; Joseph A. Hopfensperger, Administrative Assistant in Charge of Placement. Interviews: February 4 April 26. Avoid: March 23 April 2.
- MARQUETTE UNIVERSITY, Milwaukee
   Orville H. Palmer, Assistant
  Dean, College of Business Administration; R. J. Panlener,
  Director of Industrial Relations,
  College of Engineering; Miss
  Kathryn M. Helling, Placement
  Assistant, Guidance & Placement
  Center. Interviews: January 1—
  May 1.
- MILWAUKEE DOWNER COLLEGE, Milwaukee - Mrs. T. J. Kuemmerlein, Director of Placement. Interviews: Usually held second semester.
- RIPON COLLEGE, Ripon—Leonard W. Vaughan, Director of Placement. Interviews: February 18— May 10. Avoid: March 22–29, April 18–19.
- University of Wisconsin, Madison
   Miss Emily Chervenik, Coordinator of Placement; Prof. E. A.
  Petersen, Placement Head of
  Commerce; James Marks, Engineering Placement Director;
  Dr. Lee Mathews, Wisconsin State
  College. Interviews: First semester
  begins October 22; second semester February 11–May 24. Avoid:
  November 21–26, December 20–
  January 8, April 17–29.
- Wisconsin State College, Whitewater—Paul A. Carlson, Placement Officer. Interviews: February 1 June 1.

#### Wyoming

University of Wyoming, Laramie — Dean H. T. Person, Engineering; Dean M. C. Mundell, Commerce and Industry; Dr. S. H. Knight, Geology; Dr. E. R. Schierz, Chemistry; Dean H. M. Briggs, Agriculture; Dr. Ivan Willey, Education; Dr. Samuel Harding, Physics; Prof. Clarence Barr, Mathematics. Avoid: September 10–14, October 19–20, October 29–November 3, November 21–25, December 22 January 6, February 4–5.

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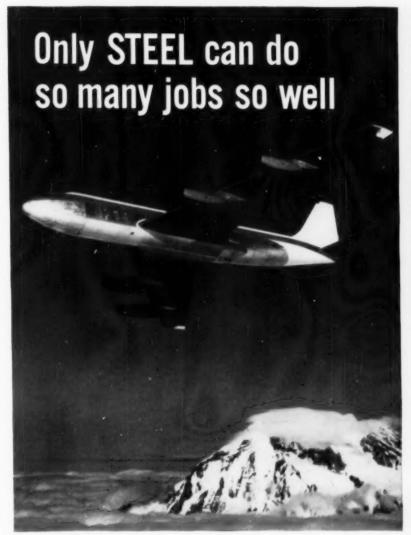
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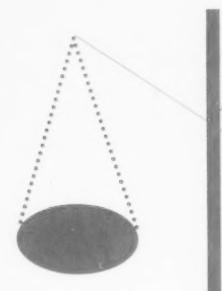
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